

Grade

1



MATHEMATICS

Tutor's Guide

ARAL – Math Grade 1 Teacher’s Guide

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GRADE 1 - MATH

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ARAL Summer Grade 1 Math

Session 1

Identifying Names and Describing Basic Shape of Square in 2 and 3 Dimensions

Lesson Objective:

At the end of the session, the learners are expected to identify, name and describe the basic shape of the square in 2 dimensional (flat/plane) and 3-dimensional (solid objects).

Lesson Sample and Explanation:

We identify, name and describe using shape of square in 2 dimensional (flat/plane) & 3 dimensions (solid objects)		
Developing Lesson through Concrete Objects	Developing Lesson through Pictorial	Developing Lesson by applying the concept of 2D and 3D
Concrete Squares Representation (Real objects) 	Example: 	

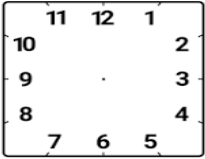
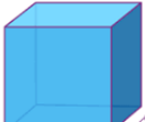




Explanation: (Front shape only) A square is a four sided shape A square has a four equal sides	Explanation: Pictures above have four (4) equal sides The length and width is a dimension.	Explanation: It is a square with a length, width and height. The length, width and height is a dimension.
---	---	--

Guided Activity

Direction: Write 2D if the object is 2-dimensional then 3D if the object is 3-dimensional on the space provided.

1.  _____ 2.  _____
3.  _____ 4.  _____



ARAL Summer Grade 1 Math

Session 2

Comparing Numbers Up to 10: Using Symbols to Show Greater Than, Less Than, and Equal To

Lesson Objectives:

At the end of the session, the learners are expected to compare numbers up to 10 using the relational symbols greater than ($>$), less than ($<$), and equal to ($=$).

Lesson Sample and Explanation:

When we compare numbers, we use special symbols to show the relationship between them:

- Greater than ($>$): This means a number is bigger.
For example: 7 is greater than 5, so we write: $7 > 5$.
- Less than ($<$): This means a number is smaller.
For example: 3 is less than 6, so we write: $3 < 6$.
- Equal to ($=$): This means two numbers are the same.
For example: 4 is equal to 4, so we write: $4 = 4$.

Developing Lesson through Concrete Objects	Developing Lesson through Pictorial	Developing Lesson through using number symbol
Materials: • Counters or small objects	Materials: • Picture cards with groups of	Steps: 1. Write two numbers on the





(e.g., bottle caps, buttons). Example Exercise: 1. Comparing Two Groups of Counters: Group 1:  (5 counters) Group 2:  (4 counters) Explanation: We count the objects in both groups. Group 1 has 5, and Group 2 has 4. Since 5 is greater than 4, we say $5 > 4$. 2. Another Example: Group 1:  (4 counters) Group 2:  (5 counters) Explanation: Group 1 has 4, and Group 2 has 5. Since 4 is less than 5, we write $4 < 5$.	objects (e.g., apples, stars, flowers). Example Exercise: 1. Comparing Apples:  (3 apples)  (5 apples) Explanation: The first group has 3 apples, and the second group has 5 apples. Since 3 is less than 5, we write $3 < 5$. 2. Comparing Stars:  (5 stars)  (3 stars) Explanation: The first group has 5 stars, and the	board, such as 8 and 6. o Ask: "Which number is greater?" (Answer: 8). o Write: $8 > 6$. 2. Write two more numbers, such as 2 and 7. o Ask: "Which number is smaller?" (Answer: 2). o Write: $2 < 7$. 3. Write two equal numbers, such as 4 and 4. o Ask: "Are these numbers the same?" (Answer: Yes). o Write: $4 = 4$.
--	---	--



	second group has 3 stars. Since 5 is greater than 3, we write $5 > 3$.	
--	--	--

Guided Activity

Directions: Compare the following sets of pictures using greater than ($>$), less than ($<$), or equal to ($=$).

1. Apples



2. Stars



3. Flowers



4. Balls



5. Books





ARAL Summer Grade 1 Math

Session 3

Identifying Number that is *One More* or *One Less* from A Given Number

Lesson Objectives:

At the end of the session, the learners are expected to identify the number that is *one more* or *one less* from the given number.

Lesson Sample and Explanation:

In this lesson, we will learn how to find the number that is *one more* or *one less* than a given number.

- *One more* means adding 1 to a number.
- *One less* means taking away 1 from a number.

Understanding this helps us count forwards and backwards, and it's an important skill when we work with numbers. Let's practice this by using objects, pictures, and numbers.

Developing Lesson through Concrete Objects	Developing Lesson through Pictorial	Developing Lesson through using number symbol
<i>One More Using Objects:</i> • Show 4 counters • Ask "How many counters are there?" (Answer: 4).	<i>One More Using Pictures:</i> • Show a picture of 3 stars. 	Steps: 1. Write a number on the board (e.g., 7). Ask: "What is one more than 7?" (Answer: 8). Write $7 + 1 = 8$ on the board.



• Add one more counter and ask: "How many counters are there now?" (Answer: 5). • <i>Explanation:</i> When we add one more, the number becomes 5. So, 5 is <i>one more</i> than 4. <i>One Less Using Objects:</i> • Show 6 counters on the table. • Ask: "How many counters are there?" (Answer: 6). • Remove one counter and ask: "How many now?" (Answer: 5). • <i>Explanation:</i> When we take away one from 6,	• Ask: "How many stars do you see?" (Answer: 3). • Then, draw one more star beside the group. Ask: "How many stars are there now?" (Answer: 4). • <i>Explanation:</i> 4 stars is <i>one more</i> than 3. <i>One Less Using Pictures:</i> • Show a picture of 5 apples. • Ask: "How many apples are there?" (Answer: 5).	2. Write a number (e.g., 9) on the board. Ask: "What is one less than 9?" (Answer: 8). Write $9 - 1 = 8$ on the board. <i>Explanation:</i> When we add 1 to a number, we get the number that is <i>one more</i>. When we subtract 1 from a number, we get the number that is <i>one less</i>.
--	--	--



the number becomes 5. So, 5 is one less than 6.	- Cross out one apple. Ask: "How many apples are left?" (Answer: 4). <i>Explanation:</i> 4 apples is one less than 5.	
--	--	--

Guided Activity

Direction: Fill in the blank by providing one more or one less from the given number.

1. What number is one more than 40? 41
2. What number is one more that 56? 57
3. What number is one less than 28? 29
4. What number is one less than 37? 38
5. What number is one less than 100? 101



ARAL Summer Grade 1 Math

Session 4

Ordering Numbers Up to 20 in Increasing or Decreasing Order

Lesson Objectives:

At the end of the session, the learners are expected to order numbers up to 20 in increasing or decreasing order.

Lesson Sample and Explanation:

Increasing order means we arrange numbers from the smallest to the largest.

For example: 3, 5, 8, 10 is increasing order because 3 is smaller than 5, 5 is smaller than 8, and so on.

Decreasing order means we arrange numbers from the largest to the smallest.

For example: 10, 8, 5, 3 is decreasing order because 10 is larger than 8, 8 is larger than 5, and so on.

Developing Lesson through Concrete Objects	Developing Lesson through Pictorial	Developing Lesson through using number symbol
Materials: Number cards (1 to 20) or small objects like blocks, each labeled with a number.	Materials: Picture cards showing groups of objects (e.g., stars, flowers)	Steps: 1. Increasing Order: Write the following numbers



Example Exercise: 1. Increasing Order Using Objects: Place the following number cards or blocks in front of the students: 4, 7, 1, 9. Ask the students to arrange the numbers in increasing order. Correct order: 1, 4, 7, 9. Explanation: The number 1 comes first because it is the smallest, then 4, then 7, and finally 9, which is the largest. 2. Decreasing Order Using Objects: Place the number cards: 12, 5, 18, 10. Ask the students to arrange the	with numbers from 1 to 20. Example Exercise: a. Increasing Order: Show picture cards with groups of 3 stars, 7 stars, 2 stars, and 5 stars. Ask the students to arrange the picture cards from the group with the smallest number of stars to the group with the largest. Correct order: 2 stars, 3 stars, 5 stars, 7 stars. Explanation: We start with the group that has 2 stars (smallest),	on the board: 11, 3, 16, 7. Ask the students to write these numbers in increasing order. Correct order: 3, 7, 11, 16. Explanation: 3 is the smallest, followed by 7, then 11, and finally 16. 2. Decreasing Order: Write the numbers: 19, 8, 14, 2. Ask the students to arrange these numbers in decreasing order. Correct order: 19, 14, 8, 2. Explanation: 19 is the largest, followed by 14, then 8, and finally 2.
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numbers in decreasing order. Correct order: 18, 12, 10, 5. Explanation: 18 is the largest number, so it comes first, followed by 12, 10, and then 5.	and finish with the group that has 7 stars (largest). b. Decreasing Order: Show picture cards with groups of 12 apples, 4 apples, 9 apples, and 15 apples. Ask the students to arrange the cards from the group with the largest number of apples to the group with the smallest. Correct order: 15 apples, 12 apples, 9 apples, 4 apples. Explanation: We begin with the group that has	
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	15 apples (largest) and end with the group that has 4 apples (smallest).	
--	--	--

Guided Activity

Directions: Arrange the numbers below in increasing or decreasing order, as indicated.

1. Increasing Order:

6, 9, 3, 15

3, 6, 9, 15

2. Decreasing Order:

18, 5, 12, 7

18, 12, 7, 5

3. Increasing Order:

11, 2, 8, 19

2, 8, 11, 19

4. Decreasing Order:

14, 20, 9, 4

20, 14, 9, 4

5. Increasing Order

2, 12, 9, 13

2, 9, 12, 13





ARAL Summer Grade 1 Math

Session 5

Reading and Writing Numbers Up to 10 in Symbols and in Words

Lesson Objectives:

At the end of the session, the learners are expected to read and write numbers up to 10 in symbols and in words.

Lesson Sample and Explanation:

Numbers can be written in symbols and in words

Symbol	Word
1	one
2	two
3	three
4	four
5	five
6	six
7	seven
8	eight
9	nine
10	ten

Developing Lesson through Concrete Objects

Developing Lesson through Pictorial

Developing Lesson through using number symbol



1 2 3 4 5 6 7 8 9 10 1 2 3 4 5 6 7 8 9 10	1 one 2 two 3 three 4 four 5 five 6 six 7 seven 8 eight 9 nine 10 ten	<table><tr><th>Symbol</th><th>Word</th></tr><tr><td>1</td><td>one</td></tr><tr><td>2</td><td>two</td></tr><tr><td>3</td><td>three</td></tr><tr><td>4</td><td>four</td></tr><tr><td>5</td><td>five</td></tr><tr><td>6</td><td>six</td></tr><tr><td>7</td><td>seven</td></tr><tr><td>8</td><td>eight</td></tr><tr><td>9</td><td>nine</td></tr><tr><td>10</td><td>ten</td></tr></table>	Symbol	Word	1	one	2	two	3	three	4	four	5	five	6	six	7	seven	8	eight	9	nine	10	ten
Symbol	Word																							
1	one																							
2	two																							
3	three																							
4	four																							
5	five																							
6	six																							
7	seven																							
8	eight																							
9	nine																							
10	ten																							
Explanation: We use numbers in counting objects, show quantity, and order objects through symbols or in words. Start counting using the real objects or counters from 1-10.	Explanation: Here are flashcards with pictures and its corresponding numbers from 1-10.	Explanation: We can write numbers as symbols or in words.																						

Guided Activity

Direction: Observe the number words on the left. Write on the space provided its corresponding symbol.

four	-	<u>4</u>
eight	-	<u>8</u>
five	-	<u>5</u>
one	-	<u>1</u>
zero	-	<u>0</u>



ARAL Summer Grade 1 Math

Session 6

Reading and Writing Numbers 11 Up to 20 in Symbols and in Words

Lesson Objectives:

At the end of the session, the learners are expected to read and write numbers 11 up to 20 in symbols and in words.

Lesson Sample and Explanation:

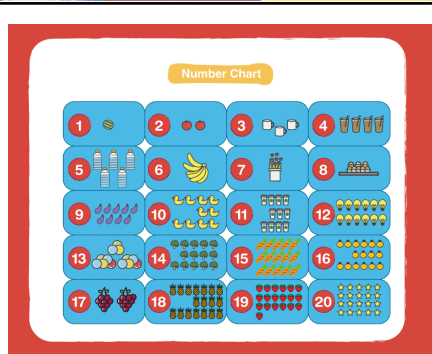
Numbers can be written in symbols and in words

Symbol	Word
11	eleven
12	twelve
13	thirteen
14	fourteen
15	fifteen
16	sixteen
17	seventeen
18	eighteen
19	nineteen
20	twenty

Developing Lesson through Concrete Objects

Developing Lesson through Pictorial

Developing Lesson through using number symbol



Explanation: We use numbers in counting objects, show quantity, and order objects through symbols or in words. Start counting using the real objects or counters from 1-20.



Explanation: Here are flashcards with pictures and its corresponding numbers from 11-20.

Symb ol	Word
11	eleven
12	twelve
13	thirteen
14	fourteen
15	fifteen
16	sixteen
17	seventeen
18	eighteen
19	nineteen
20	twenty

Explanation: We can write numbers as symbols or in words.

Guided Activity

Direction: Look at the number words on the left. In the space provided, write the corresponding symbol.

fourteen - 14

eighteen - 18

fifteen - 15

sixteen - 16

twenty - 20



ARAL Summer Grade 1 Math

Session 7

Identifying Ordinal Numbers: 1st, 2nd, 3rd up to 10th Object in a Given Set from a Given Point of Reference

Lesson Objective:

At the end of the session, the learners are expected to identify ordinal numbers: 1st, 2nd, 3rd up to 10th object in a given set from a given point of reference.

Lesson Sample and Explanation:

Ordinal numbers are numbers that are used to represent the rank or position of an object. Example: First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth.	
Developing Lesson through Concrete Objects	Developing Lesson through Pictorial
Count the objects on the table from 1 to 10: Book, pad paper, chalk, eraser, notebook,	Post pictures of ten fruits with written ordinal below each picture. Arrange them in a line from 1st to 10th picture. 



bag, box,
pencil, flower
vase, ballpen

Ask:

- Which object is the first in the arrangement?
- Which object is placed at the eighth from the left?

Lanzones Grapes Papaya Lemon
Avocado Pineapple Banana Apple
Mango Watermelon

Ask:

- Which fruit is fifth of its placement from the left?
- Which fruit is at the ninth in the arrangement?

Guided Activity:

Direction: Draw the shape of the object asked for each number.



1. 4th object _____



4. 2nd object _____



2. 8th object _____



5. 9th object _____



3. 5th object _____





ARAL Summer Grade 1 Math

Session 8

Reading Ordinal Numbers: 1st, 2nd, 3rd up to 10th Object in a Given Set from a Given Point of Reference

Lesson Objective:

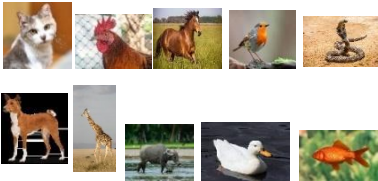
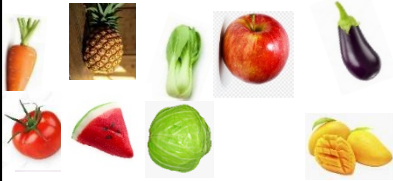
At the end of the session, the learners are expected to read ordinal numbers: 1st, 2nd, 3rd up to 10th object in a given set from a given point of reference.

Lesson Sample and Explanation:

Ordinal numbers are numbers that are used to represent the rank or position of an object.

Read these words which were represented with their ordinal symbols:

First – 1st, Second – 2nd, Third – 3rd, Fourth – 4th, Fifth – 5th, Sixth – 6th, Seventh – 7th, Eighth – 8th, Ninth – 9th, Tenth – 10th.

Developing Lesson through Concrete Objects	Developing Lesson through Pictorial	Developing Lesson using Number Symbol
Show the following real objects lined up in the table: stone, leaf, popsicle stick, small box, notebook, bag, cellphone,	Using pictures of animals in a form of flashcards, arrange them in a line at the chalkboard. 	Post 10 pictures of different fruits and vegetables in a line 



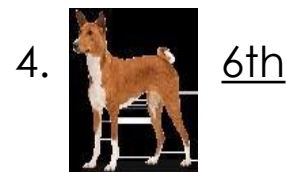
pencil, folder, ballpen Explanation: Read the following sentences: 1. The leaf is 2nd in line from the stone. 2. My cellphone is placed 7th from the rock.	Ask: • Which animal is seventh from the left? • Which picture of animal is at the fifth placement from the cat.	Ask: 1. Which picture of a fruit is at the sixth position from the left? 2. Which picture of a fruit is at the fourth from the first picture in the left?
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Guided Activity

Direction: Based on the position of the picture of animals from the first picture in the left, read or say the ordinal number of the following:



7th



9th



10th





ARAL Summer Grade 1 Math

Session 9

Writing Ordinal Numbers: 1st, 2nd, 3rd up to 10th Object in a Given Set from a Given Point of Reference

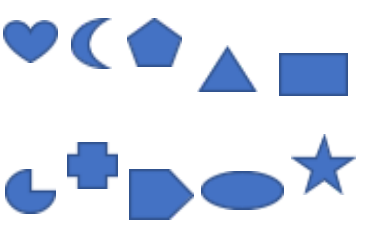
Lesson Objective:

At the end of the session, the learners are expected to write ordinal numbers: 1st, 2nd, 3rd up to 10th object in a given set from a given point of reference.

Lesson Sample and Explanation:

Ordinal numbers are numbers that are used to represent the rank or position of an object.

Example: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th.

Developing Lesson through Concrete Objects	Developing Lesson through Pictorial	Developing Lesson using Number Symbol
Show the following real objects arranged in a line. (Bottled water, coin purse, notebook, ballpen, wallet, stone, marble, ball, cotton, nail) Explanation:	Using pictures of animals in a form of flashcards, arrange them in a line at the chalkboard. 	(Figures are to be arranged in a line in the blackboard) 



Complete the sentence by writing the correct ordinal number.

1. The ball is (8th) object from the bottled water.
2. The ballpen is placed (5th) from the bottled water.

Read:

First - 1st, Second - 2nd, Third - 3rd, Fourth - 4th, Fifth - 5th, Sixth - 6th, Seventh - 7th, Eighth - 8th, Ninth - 9th, Tenth - 10th.

Explanation:
Write the correct ordinal number of the following pictures:

- Avocado is the (8th) picture from mango.
- The cow is the (2nd) from the dog.
- Eggplant is the 9th picture from the left.
- Squash is 4th picture from the right.

Explanation:

Write the correct ordinal number of the following pictures:

- Star is the (10th) object from heart.
- Triangle is the (4th) object from the heart.
- The crescent moon shape is 9th from the right.

Write ordinal numbers in the air:

1st, 2nd, and so on.



Guided Practice:

Direction: Write the correct missing ordinal number from the set of pictures below.



1. The picture of the books is 4th from the left.
2. The plate is the 3rd object from the right.
3. The bag is the 3rd object from the umbrella.
4. The laptop is in its 6th position from the right.
5. The spoon and fork is placed at the 9th from the left.



ARAL Summer Grade 1 Math

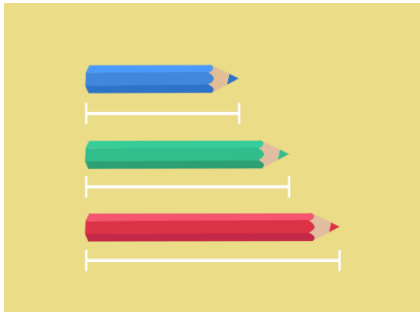
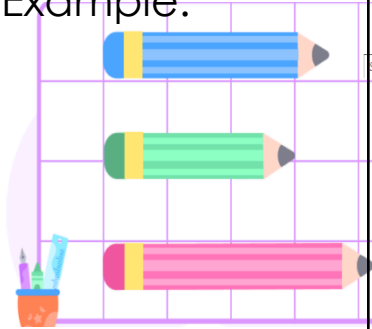
Session 10

Comparing Objects Using Comparative Words: Short, Shorter and Shortest

Lesson Objective:

At the end of the session, the learners are expected to compare objects using comparative words: short, shorter and shortest.

Lesson Sample and Explanation:

We use comparative words in comparing length of objects using: • short • shorter • shortest		
Developing Lesson through Concrete Objects	Developing Lesson through Pictorial	Developing Lesson through using Additional Pictorial Examples
Comparing the length of a pencil. 	Example: 	Comparing the three best friends, Sar, Son and Bong Who is the shortest?



Comparison Green pencil is shorter than Red pencil. Blue pencil is the shortest among the pencils. Explanation: The pencils are arranged from shortest (blue pencil) to short (shorter - green pencil and short - Red pencil).	Explanation: There are three pencils. Comparing the lengths, we can say that the Green pencil is the shortest in length. On the other hand, the pink one is the short of the three and the Blue pencil is shorter than the pink one.	 Explanation: Sar is the shortest among the three best friends.
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Guided Activity: “Name my Length”

Directions: On the lines below the pictures, write short, shorter or shortest on the space provided below the pictures.

1. Set of Dresses



Shortest



shorter



short



2. Set of e-bikes



shorter



short



shortest

3. Set of rulers



Short



shortest



shorter

4. Set of pens



shortest



shorter



short

5. Set of combs



shortest



short



shorter



ARAL Summer Grade 1 Math

Session 11

Comparing Objects Using Comparative Words: Long, Longer and Longest

Lesson Objective:

At the end of the session, the learners are expected to:

- Compare objects using comparative words: long, longer, longest.
- Accurately compare and order objects based on their length.

Lesson Sample and Explanation:

We use comparative words in comparing length of objects such as:

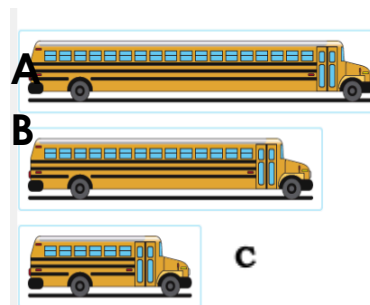
- long
- longer
- longest

Developing Lesson through Concrete Objects	Developing Lesson through Pictorial	Developing Lesson through using number symbol
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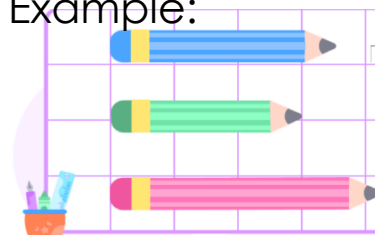
Comparing the length of



Comparison
Bus B is Longer than Bus C.
Bus A is long and Bus C is the longest among them all.

Explanation: The buses are arranged to long, longer and longest.

Example:



Explanation:

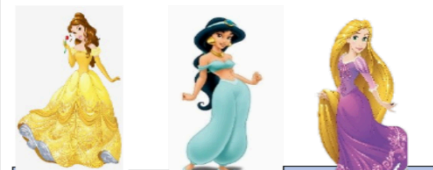
There are three pencils shown in the picture.

By comparing the lengths, we can conclude that the pink pencil is the longest in length than both green and blue pencils.

On the other hand, the blue pencil is longer than the green pencil.

Comparing the three fairytale characters

Now, I have here pictures of three girls. They are Belle, Jasmine and Rapunzel.



Comparison and Questions:

1. What did you notice about their hair?
2. Let's compare the hair of Belle and Jasmine.
3. Which among these two has a longer hair?
4. Which among them has a longest hair?

Answer

1. Belle has a long hair.
2. Jasmine has a longer hair than Belle.
3. Rapunzel has the longest hair among Belle and Jasmine.



Guided Activity

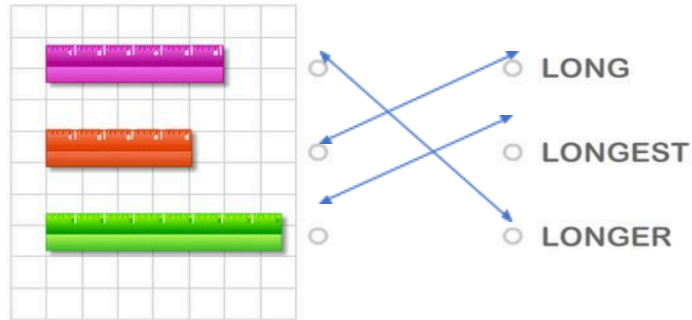
Activity Title: "Math Connect"

Direction: Connect Column A to Column B that corresponds to its length and description.

COLUMN A

COLUMN B

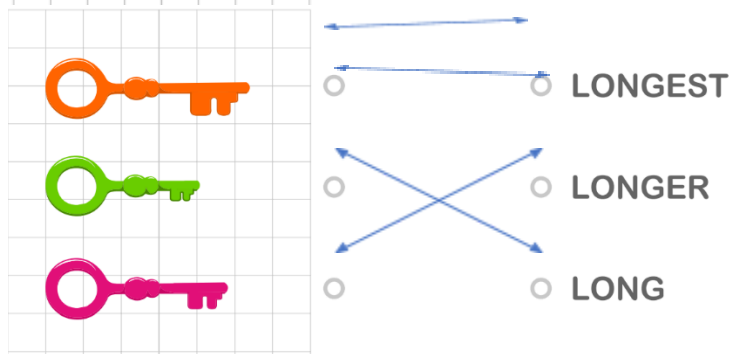
1.



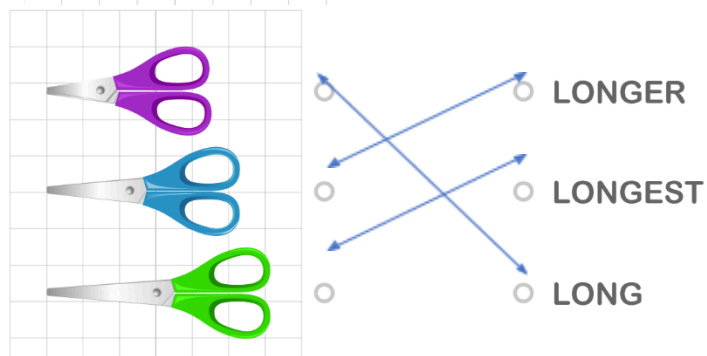
2.



3.



4.





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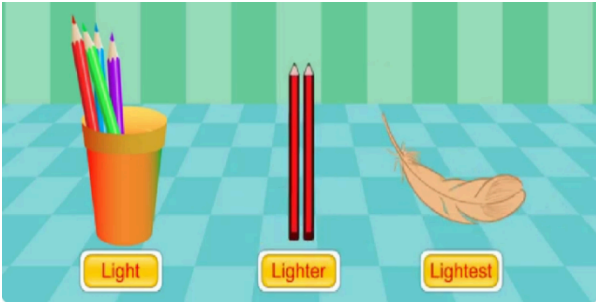
Session 12

Comparing Objects Using Comparative Words: Light, Lighter and Lightest

Lesson Objective:

At the end of the session, the learners are expected to compare objects using comparative words: light, lighter and lightest.

Lesson Sample and Explanation:

Developing Lesson through Concrete Objects	Developing Lesson Through Pictorial
Show an object indicating light, lighter and lightest  Note to the Teacher: You may give more samples of concrete objects/realia; and more samples of pictures for semi-concrete/semi abstract.	Example: Picture of light, lighter and lightest.  Explanation: Direct the attention to the pictures. Let them identify the picture of light, lighter and lightest.



Guided Activity

Direction: Answer the following questions. Circle the correct answer.

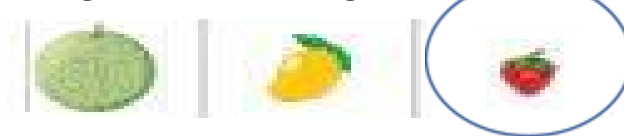
1. Which is light between these 2 objects?



2. Which is lighter between these 2 objects?



3. Which is the lightest among the 3?



4. Which is the lightest among the 3?



5. Which is the lightest among the 3?





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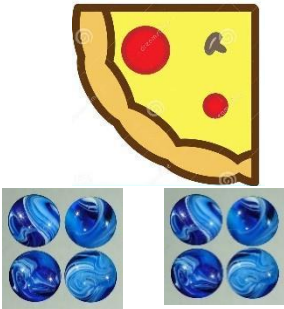
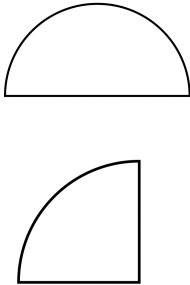
Session 13

Drawing the Whole Region or Set Given its $\frac{1}{2}$ and or $\frac{1}{4}$

Lesson Objective:

At the end of the session, the learners are expected to draw the whole region or set given its $\frac{1}{2}$ or $\frac{1}{4}$.

Lesson Sample and Explanation:

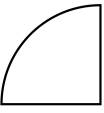
Fraction: $\frac{1}{2}$ and $\frac{1}{4}$ Given a part of a whole like $\frac{1}{2}$ or $\frac{1}{4}$, one can visualize the whole region or set.		
Developing Lesson through Concrete Objects	Developing Lesson through Pictorial	Developing Lesson using Number Symbol
 Explanation: Given the part of a whole, we can draw the whole region or set.	 Explanation: Given the part of a whole, we can draw the whole region or set.	 Explanation: Given the part of a whole, we can draw the whole region or set.



Note to the Teacher: This intervention material is for the learners to understand the concept of $\frac{1}{1}$ and $\frac{1}{4}$ of a whole and $\frac{1}{2}$ and $\frac{1}{4}$ of a given set. After modelling, they will provide one more example for mastery of the concept.

Guided Practice:

Direction: Match the parts in Column A with their corresponding whole regions in Column B by drawing a line between them.

1. 	a. 
2. 	b. 
3. 	c. 
4. 	d. 
5. 	e. 

Note: Blue lines in the original image show the following matches: 1 to b, 2 to e, 3 to d, 4 to a, and 5 to c.



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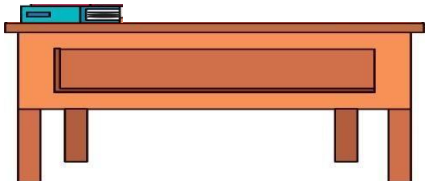
Session 14

Estimating and Measuring Objects Using Non-standard Units of Linear Measure

Lesson Objective:

At the end of the session, the learners are expected to estimate and measure objects using non-standard units of linear measure.

Lesson Sample and Explanation:

Measuring objects Using non-standard units of measure: linear		
Developing Lesson through Concrete Objects	Developing Lesson through Pictorial	Developing Lesson Using Number Symbol
Point to the blackboard. Let the pupils measure the lengths of the blackboard using: 1.books 2.pencils 3.straw	Example: Picture of the teachers table with objects measuring the table. 	Let the learners estimate the length of the table by the number of pencils it would take. In your idea, how many pencils is the length of the table?



Explanation: The length of can be measured through objects.

If the table is being measured using the book, how many books is the length of the table?

Explanation: The length of the table is known by measuring using a nonstandard unit.



Note to the teacher: Give more examples in this by asking a pupil to measure the length of the object table top using his handspan. Then ask, "How many handspans is the length of the table top?"

Guided Activity

Direction: Estimate and measure objects using paper clips.

1			9 clips
2			7 clips
3			12 clips
4			9 clips
5			7 clips



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Session 15

Visualizing the Addition of Numbers with Sums Up to 18

Lesson Objective:

At the end of the session, the learners are expected to visualize addition of numbers with sums up to 18.

Lesson Sample and Explanation:

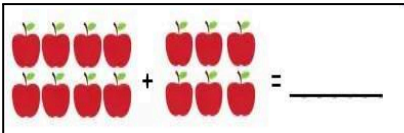
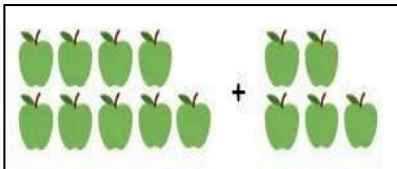
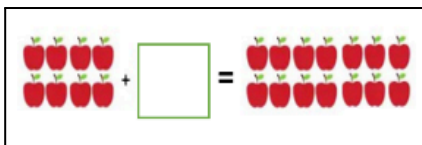
We visualize the addition of numbers by combining or joining sets using “ plus sign “ (+) and “ is equal to “ (=) symbols		
Developing Lesson through Concrete Objects	Developing Lesson through Pictorial	Developing Lesson through a problem
Adding the two sets of red apples. Illustration 1:  $8 + 6 = \underline{\quad}$	Adding two sets of green apples vertically and horizontally. Illustration:  $9 + 5 = \underline{\quad}$	Using a problem statement. Ana has 9 red apples and Mila has 7 green apples. How many apples do they have in all?

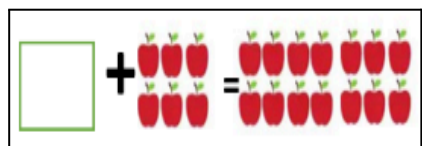


Illustration 2:



$$8 + \underline{\quad} = 14$$

Illustration 3:



$$\underline{\quad} + 6 = 14$$

Add the two sets:

Illustration 1.

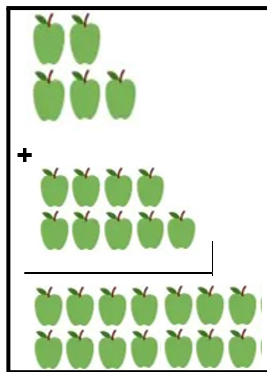
8 apples plus 6 apples is equal to 14 apples

Illustration 2.

8 apples +
 ___ apples = 14
 apples

Illustration 3.

___ apples + 6
 apples = 14 apples



$$\begin{array}{r} 5 \\ + 9 \\ \hline 14 \end{array}$$

Example:

Write it horizontally

$$9 + 5 = 14$$

Write it vertically

$$\begin{array}{r} 9 \\ + 5 \\ \hline 14 \end{array}$$

Explanation:

In the given illustration, when you add 9 apples to 5 apples, you combine them to find the total of 14 apples.

9 apples + 5 apples = 14 apples

In adding numbers, this can be done in

Step 1. Write it in number sentence horizontally

$$9 + 7 = \underline{\quad}$$

or

write the number sentence vertically

$$\begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$$

Step 2. Add

Explanation:

Add 11 and 7 equals 18 and it can be written in two ways.

$$a. 11 + 7 = 18$$

or

$$b. 11$$



Explanation: In illustration 1, add the two sets to get the total number of apples. $8 + 6 = 14$ In illustration 2 Count the total number of apples which is 14, get 8 apples from it and the remaining apple is 6, the missing number is 6. If you add 8 plus 6 is 14. In illustration 3. To look for the missing number, count the total number of apples which is 14. Get 6 apples from it and the remaining apples will be 8. If you add 8 plus 6 is 14.	two ways: horizontally and vertically Example: 1. Write it horizontally 9 apples + 5 apples = 14 apples $9 + 5 = 14$ 2. Write it vertically 9 apples + 5 apples 14 apples Note: please put an equal sign below 5 apples to separate the addends to the sum/total	$\begin{array}{r} + 7 \\ 18 \end{array}$
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Guided Activity

Directions. Draw the number of missing pictures inside the box.

1. Set of butterflies

$$\begin{array}{|c|} \hline \text{5 butterflies} + \text{[]} = \text{10 butterflies} \\ \hline \end{array}$$

2. Set of flowers

$$\begin{array}{|c|} \hline \text{8 flowers} + \text{8 flowers} = \text{[]} \\ \hline \end{array}$$

3. Set of birds

$$\begin{array}{|c|} \hline \text{[]} + \text{4 birds} = \text{12 birds} \\ \hline \end{array}$$

4. Set of cars

$$\begin{array}{|c|} \hline \text{9 cars} + \text{6 cars} = \text{[]} \\ \hline \end{array}$$

5. Set of dresses

$$\begin{array}{|c|} \hline \text{6 dresses} + \text{[]} = \text{12 dresses} \\ \hline \end{array}$$

