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Lesson Exemplar for Mathematics

Quarter 1

Week

2

Lesson Exemplar for Mathematics Grade 1 Quarter 1: Week 2

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Published by the Department of Education
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MATATAG K to 10 Curriculum Weekly Lesson Log	School	Grade Level	One
	Name of Teacher	Learning Area	Mathematics
	Teaching Dates and Time	Quarter	I

	DAY 1	DAY 2	DAY 3	DAY 4
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES				
<i>A. Content Standards</i>	<i>Measurement and Geometry</i> The learners should have knowledge and understanding of simple two-dimensional shapes and their features.			
<i>B. Performance Standards</i>	By the end of the quarter, the learners should be able to identify and distinguish simple two-dimensional shapes.			
<i>C. Learning Competencies</i>	The learners compare and distinguish two-dimensional shapes according to features such as sides and corners.	The learners compare and distinguish two-dimensional shapes according to features such as sides and corners.	The learners compare and distinguish two-dimensional shapes according to features such as sides and corners.	The learners compare and distinguish two-dimensional shapes according to features such as sides and corners.
<i>D. Learning Objectives</i>	At the end of the lesson, the learners should be able to describe a rectangle according to the number of sides and corners.	At the end of the lesson, the learners should be able to describe a square according to the number of sides and corners.	At the end of the lesson, the learners should be able to describe a triangle according to the number of sides and corners.	At the end of the lesson, the learners should be able to draw, color, and cut rectangles, squares, and triangles.
<i>E. Instructional Design framework feature (s)</i>	Collaboration, Connection, Context, Creativity	Collaboration, Connection, Context, Creativity	Collaboration, Connection, Context, Creativity	Collaboration, Connection, Context, Creativity
<i>F. 21st Century Skills</i>	Information, Interactive, and Digital Literacy	Visual Literacy, Interactive Literacy	Reflective Thinking, Interactive Literacy	Reflective Thinking, Interactive Literacy
II. CONTENT				
III. LEARNING RESOURCES				
<i>A. References</i>				
<i>B. Other Learning Resources</i>				
IV. TEACHING AND LEARNING PROCEDURES				

Before/Pre-Lesson Proper


Activating Prior Knowledge

Show a picture frame to the learners.

Allow them to show items from their bag that are similar in shape to the picture frame.

Ask learners to identify the shapes and let them trace its outline on the board.


Show the different drawings/pictures.



Discussion Points:

1. Ask the learners to name the objects in the pictures.
2. Ask them about the shape of each object in the picture.
3. Specifically, guide them to recognize squares.
4. Call on a learner to point out a square in the drawing.

If they are unable to name the shape, assure them that they will learn about this shape in today's lesson.



RECTANGLE & SQUARE SONG
by: Janet J. Gimeno
(Sing in the tune of Oh My Darling Clementine)

I have four sides 2x
 Two of them are just the same
 My four corners are so mighty
 RECTANGLE yes, it's me

I have four sides 2x
 All of them are just same
 My four corners are so mighty
 SQUARE yes, it's me.

Guide Questions:
 1. What are the shapes mentioned in the song?
(The song mentioned the rectangle and square.)

Let the learners sing the **Square and Rectangle Song**, and the **Triangle Shape Song**.

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TRIANGLE SHAPE SONG
by: Janet J. Gimeno

Sing to the tune of "The Wheels on the Bus"

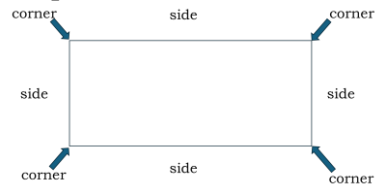
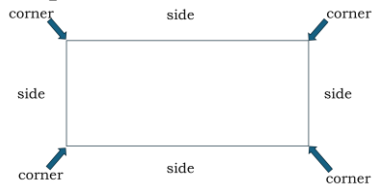
The shape of the CONE is TRIANGLE, TRIANGLE, TRIANGLE.

The shape of the CONE is TRIANGLE.

It has three SIDES and CORNERS.

Guide Questions:
 1. What are the different shapes that we have learned this week?

			<p>2. What does the song say about the sides of a rectangle? <i>(It has four sides.)</i></p> <p>3. How about square? <i>(It has four sides, too.)</i></p> <p>4. Are all sides of a rectangle the same or equal? <i>(No, only two are the same or equal.)</i></p> <p>5. How about the sides of a square, are all of them the same or equal? <i>(Yes, all sides of a square are the same or equal.)</i></p>	<p><i>(square, rectangle, and triangle)</i></p> <p>2. Can you point at any object inside our classroom that has a rectangular shape? Let the learners describe rectangle.</p> <p>3. How about objects that are square? Let the learners describe square.</p> <p>4. Do you see a triangular object? Let the learners describe triangles.</p>
Lesson Purpose/Intention	To describe a rectangle according to its sides and corners	To describe a square according to the number of sides and corners	To recall the description and the number of sides and corners of a square, and a rectangle.	To draw, color, and cut rectangles, squares, and triangles.
Lesson Language Practice	rectangle, sides, corners	sides, corners, square	square, rectangle, side, corner	Draw, color, cut, rectangles, squares, triangles, decompose, compose
During/Lesson Proper				
Reading the Key Idea/Stem	Let the students watch and sing along with the lyrics:	Explain the features of a square with focus on its number of sides and corners.	Let's see how well we know the shapes rectangle, and square.	Understand and articulate the characteristics of a square, rectangle, and triangle by focusing on the

	<p>https://www.youtube.com/watch?v=RHD4OVjzH1c</p>		<p>Let us read and answer the riddle.</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Who am I? Your papers, notebooks, and books are of my shape. Who am I? My four sides are all the same, And my four corners are so fame. Who am I?</p> </div>	<p>number of sides and corners</p>
<p>Developing Understanding of the Key Idea/Stem</p>	<p>Start by pointing to the shape that has been drawn on the board. Label the parts of the shape.</p>  <p>Emphasize the meaning of side and corner. <i>(A side is a straight-line segment that is connected end to end with the other side/s. A corner is a point where two sides meet.)</i></p> <p>Have a discussion. Ask the following:</p> <ol style="list-style-type: none"> How many sides does a rectangle have? What can you say about the 	<p>Activity 1: Create Your Square</p> <p>Distribute small square cutouts and ask each learner to draw something on their square using markers or crayons. Encourage them to be creative but remind them to keep the shape of the square intact. After they finish, each student shares their creation with the class, emphasizing the square shape.</p> <p>Ask them the following questions:</p> <ol style="list-style-type: none"> What is the side? <i>(A side is a straight-line segment that is connected end to end with the other side/s.)</i> 	<p>Game-based Activity: HUGIS KO TO!</p> <p>Mechanics:</p> <ol style="list-style-type: none"> Group the learners to form groups of nine members. Each group will be given pictures of various shapes. <ul style="list-style-type: none"> 3 pictures of a square shaped objects 3 pictures of a rectangular-shaped objects 3 pictures of triangular-shaped objects Each member of the group should hold one picture. Let the learners' group themselves according to the shape of the picture that they are holding. One minute will be given to each group to finish the task. 	<p>Start by pointing to the shape that has been drawn on the board. Label the parts of the shape.</p>  <p>Emphasize the meaning of side and corner. <i>(A side is a straight-line segment that is connected end to end with the other side/s. A corner is a point where two sides meet.)</i></p> <p>Have a discussion. Ask the following:</p> <ol style="list-style-type: none"> How many sides does a rectangle have? What can you say about the lengths of each

	<p>lengths of each pair of opposite sides?</p> <p>c. How many corners does the rectangle have?</p> <p>d. What is a corner?</p> <p>How do we describe a rectangle?</p>	<p>b. What is a corner? <i>(A corner is a point where two sides meet.)</i></p> <p>c. How many sides does the square have? <i>(A square has four sides.)</i></p> <p>d. How many corners does the square have? <i>(It has four corners.)</i></p> <p>e. What is a square? <i>(A square is a shape with four straight sides that are all the same length, and it has four corners where the sides meet. It looks like a box or a piece of paper.)</i></p> <p>f. How many sides does a square have? <i>(It has four sides.)</i></p> <p>g. Can you count the corners of a square? <i>(It has four corners.)</i></p> <p>h. What makes a square different from other shapes? <i>(A square is different from other shapes because it has four sides that are all the</i></p>	<p>6. The first group to finish the task shall be declared the winner.</p> <p>Post the pictures on the board according to their shapes. Let learners identify the shape of objects per group.</p> <p>Guide Questions:</p> <p>a. What is the shape of the objects in the first group? <i>(They are squares.)</i></p> <p>b. How about the objects in the second group? <i>(They are rectangles.)</i></p> <p>c. How many sides do the objects in the first group have? <i>(They have four sides)</i> Let's count them. <i>(1,2,3,4)</i></p> <p>d. How about objects in the second group? <i>(They have four sides also.)</i> Let's count them! <i>(1,2,3,4)</i></p> <p>e. What do we call this (pointing to a corner of the object) part of the object? <i>(It is a corner.)</i></p> <p>Look at the objects in the third group.</p>	<p>pair of opposite sides?</p> <p>g. How many corners does the rectangle have?</p> <p>h. What is a corner?</p> <p>How do we describe a rectangle?</p>
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same length and four corners where the sides meet. Other shapes might have different lengths of sides or different numbers of corners.)

Activity 2: Find Your Square

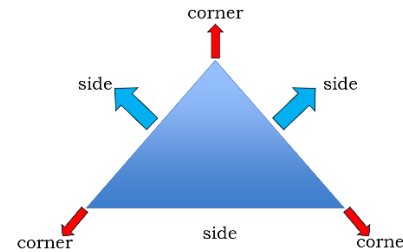
Look around the classroom. Can you find any objects that are shaped like a square? Tell them that they will present it to the class afterward.

In the group presentation, let the group representative point to the part of their object that has a square and explain why the shape is a square.

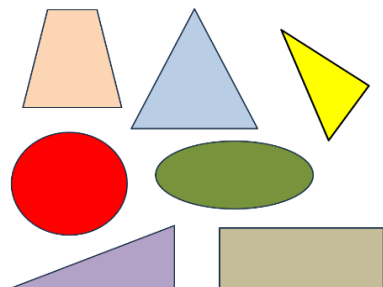
Let the learners count the number of sides. (1,2,3)

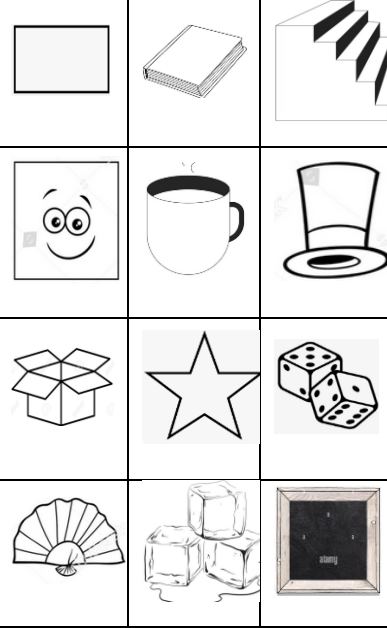
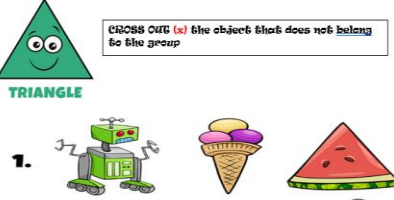




Ask: Do you know this shape?
(It is triangle)

Discuss what a TRIANGLE is using this image.




The **TRIANGLE** has 3 sides and 3 corners.













			<p>PEER WORK</p> <p>Give each pair a copy of Worksheet 1, Knowing Triangle.</p> <p style="text-align: center;">Worksheet 1 Knowing Triangle!</p> <p style="text-align: center;">Write letter "T" inside the TRIANGLE shape .</p> 	
<p><i>Deepening Understanding of the Key Idea/ Stem</i></p>	<p>Game-based Activity: Mystery Box</p> <ol style="list-style-type: none"> 1. Fill a box with different shapes. 2. To play Mystery Box Game, the learners will form a big circle. 3. A song will be played that the learners will sing with, as they pass the Mystery Box along. 4. When the song stops, the learner holding the box will get one shape from it and count the shape's sides and corners. 	<p>Ask learners to do a Worksheet. Be sure that they understand the instructions before letting them do the worksheet.</p> <p>Box A (with different objects) Ask learners to pick square objects only.</p> <p>Other activities A- Color the square objects.</p>	<p>Look around us and find an object that has the shape of a triangle. Let them identify triangular objects that they see around them.</p> <p>Ask: What shape has three sides and three corners? (<i>Triangle</i>)</p> <p>Let the learners answer Worksheet 2</p>	<p>Game-based Activity: Mystery Box</p> <ol style="list-style-type: none"> 7. Fill a box with different shapes. 8. To play Mystery Box Game, the learners will form a big circle. 9. A song will be played that the learners will sing with, as they pass the Mystery Box along. 10. When the song stops, the learner holding the box will get one shape from it and count the shape's sides and corners.

	<p>5. S/He then tells the class if it is a rectangle or not and shares why or why not.</p> <p>6. This goes on until all shapes are taken from the box.</p>	 <p>Let the learners answer Worksheet 9. When the learners are done answering, select learners who will explain their work.</p>	<p>Worksheet 2</p> <p>CROSS OUT (x) the object that does not belong to the group</p> <p>TRIANGLE</p> <ol style="list-style-type: none">      	<p>11. S/He then tells the class if it is a rectangle or not and shares why or why not.</p> <p>12. This goes on until all shapes are taken from the box.</p>
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After/Post-Lesson Proper

<p>Making Generalizations and Abstractions</p>	<p>To summarize the lesson, ask the learners the following:</p> <p>How many sides does a rectangle have? <i>(It has four sides.)</i></p> <p>How many corners does a rectangle have?</p>	<p>To summarize the lesson, ask the learners the following:</p> <p>Can a square be big or small? <i>(Yes, if it satisfies the characteristics of a square.)</i></p>	<p>To know TRIANGLE more... Let us sing the Triangle Shape song.</p> <p>Show pictures of cone, tent, and mountain while singing the song.</p> 	<p>To elicit learning for the day, ask:</p> <p>1. How are objects formed? What are the shapes that can form objects?</p>
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	<p><i>(It has four corners.)</i></p> <p>How do we describe a rectangle? <i>(A rectangle is a plane figure with four straight sides and four corners.)</i></p>	<p>If we change the orientation of the square, is it still called a square? Why?</p> <p><i>(Yes, it is still called a square even if we change its orientation. A square always has four equal sides and four corners where the sides meet. So, if these characteristics remain the same, no matter how we turn or flip it, it's still a square. The important thing is that all the sides are the same length, and all the corners are still there.)</i></p>	<p>TRIANGLE SHAPE SONG by: Janet J. Gimeno Sing to the tune of “The Wheels on the Bus”</p> <p>The shape of the <u>CONE</u> is TRIANGLE, TRIANGLE, TRIANGLE The shape of the <u>CONE</u> is TRIANGLE It has three SIDES and CORNERS.</p> <p>Change the <u>underlined</u> word with: <u>TENT</u>, <u>MOUNTAIN</u></p> <p>Summing it up....</p> <p>The triangle has _____ sides and _____ corners.</p>	
<p><i>Evaluating Learning</i></p>	<p>Let the learners do Assessment: 1. Join your classmates and use your body to make a rectangle. 2. Have someone take a picture of it so you can see how your bodies formed a rectangle.</p>	<p>Let the learners answer the Assessment. 1. Observe the surroundings and list five objects with squares in them. Draw two objects with four corners and four equal sides.</p>	<p>Let the learners answer Assessment 1</p>	<p>Let the learners answer LAS 5</p>

			<p style="text-align: center;">Assessment 1</p> <p>Circle the letter of the correct answer.</p> <p>1. Which of the following has three sides and three corners? a.  b.  c.  d. </p> <p>2. How many corners does a triangle have? a. 6 b. 5 c. 4 d. 3</p> <p>3. How many sides does a triangle have? a. 3 b. 4 c. 5 d. 6</p> <p>4. Which of the following is NOT a triangle? a.  b.  c.  d. </p> <p>5. Which of the objects has the shape of a triangle? a.  b.  c.  d. </p>	
<p><i>Additional Activities for Application or Remediation (if applicable)</i></p>	<p>Additional Activities for Application or Remediation (if applicable)</p>	<p>From old magazines and newspapers, cut pictures of objects that are rectangular in shape. Paste the pictures in your notebook.</p>	<p>1. Draw three objects found at home that have four equal sides and four equal corners.</p> <p>2. LAS 4</p>	<p>To know TRIANGLE more... Let us sing the Triangle Shape song. Show pictures of cone, tent, and mountain while singing the song.</p> <div style="border: 1px solid black; padding: 5px;"> <p>TRIANGLE SHAPE SONG by: Janet J. Gimeno Sing to the tune of “The Wheels on the Bus” The shape of the <u>CONE</u> is TRIANGLE, TRIANGLE, TRIANGLE. The shape of the <u>CONE</u> is TRIANGLE.</p> <p>It has three SIDES and CORNERS.</p> </div>

				Change the <u>underlined</u> word with: <u>TENT, MOUNTAIN</u>
				2. Answer LAS 7
<i>Remarks</i>				
<i>Reflection</i>				