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DepED
DEPARTMENT OF EDUCATION

Lesson Exemplar for Mathematics

Quarter 1
Week
1

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BAGONG PILIPINAS
ONE NCR STRONGER TOGETHER

Lesson Exemplar for Mathematics Grade 1
Quarter 1: Week 1

This material is intended exclusively for the use of teachers in the implementation of the MATATAG K to 10 Curriculum. It aims to assist in delivering the curriculum content, standards, and lesson competencies.

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MATATAG **K to 10 Curriculum** **Weekly Lesson Log**	School		Grade Level	One
	Name of Teacher		Learning Area	Mathematics 1
	Teaching Dates and Time		Quarter	I

	DAY 1	**DAY 2**	**DAY 3**	**DAY 4**
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES				
A. *Content Standards*	*Measurement and Geometry* The learners should have knowledge and understanding of simple two-dimensional shapes and their features.			
B. *Performance Standards*	By the end of the quarter, the learners should be able to identify and distinguish simple two-dimensional shapes.			
C. *Learning Competencies*	The learners identify simple two-dimensional shapes (triangle, rectangle, square) of different sizes and in different orientation.	The learners identify simple two-dimensional shapes (triangle, rectangle, square) of different sizes and in different orientation.	The learners identify simple two-dimensional shapes (triangle, rectangle, square) of different sizes and in different orientation.	The learners identify simple two-dimensional shapes (triangle, rectangle, square) of different sizes and in different orientation.
D. *Learning Objectives*	At the end of the lesson, the learners should be able to identify rectangles of different sizes and in different orientations.	At the end of the lesson, the learners should be able to identify squares of different sizes and in different orientations.	At the end of the lesson, the learners should be able to identify triangles of different sizes and in different orientations.	At the end of the lesson, the learners should be able to identify the simple shapes that are parts or components of an object. compare rectangles, squares, and triangles according to their size.
E. *Instructional Design framework feature (s)*	Collaboration, Connection, Context, Creativity	Collaboration, Connection, Context, Creativity	Collaboration, Connection, Context, Creativity	Collaboration, Connection, Context, Creativity
F. *21st Century Skills*	Information Literacy, Interactive Literacy	Visual Literacy, Interactive Literacy	Reflective Thinking, Interactive Literacy	Reflective Thinking, Interactive Literacy
II. CONTENT				
III. LEARNING RESOURCES				

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A. References				
B. Other Learning Resources				
IV. TEACHING AND LEARNING PROCEDURES				
Before/Pre-Lesson Proper				
Activating Prior Knowledge	Present to the class a mystery box with a paper, book, folder, and notebook inside it. Ask: Do you know what this is? What is its shape? Tell them that they will learn more about rectangles.	As a review of the concept of a rectangle, have the learners sing the nursery rhyme involving rectangles.	Activity 1 Game: Triangle Hunt 1.) Divide learners into small groups. 2.) Give each group a set of pictures of objects with triangle shapes. 3.) In their groups, pupils should identify and circle the triangles. 4.) After completing the activity, groups can share their findings with the class.	Prepare a set of small objects that represent different shapes and sizes (a book, a puzzle piece, a triangle ruler, etc.). Place these objects in a box. Ask the learners to take turns reaching into the box, feel an object, and identify the shape without looking.
Lesson Purpose/Intention	To identify rectangles of different sizes and in different orientations.	To identify squares of different sizes and in different orientations.	To recognize triangles in different sizes and in different orientations.	To recognize the simple shapes that are parts or components of an object. To compare rectangles, squares, and triangles according to their size.
Lesson Language Practice	rectangle, sides, orientation, sizes, length, width	squares, sides, orientation, sizes	square, sides, square corners, length, equal lengths, rectangle	rectangle, square, triangle, smaller, bigger, sides, square corners, orientation, rotate
During/Lesson Proper				
Reading the Key Idea/Stem	In reading the story, present the pictures of different rectangles as characters of the story.	In reading the story, present the pictures of a square as main character of the story.	Present a picture that will portray the character in the story.	Shapes are all around us! Some have straight lines and sharp corners like rectangle and square. A rectangle has two long sides and two short sides while a

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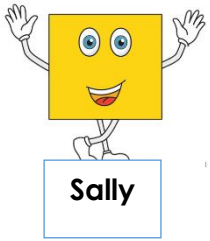
	Three Brother Rectangles Once upon a time, there were three rectangles of different sizes and orientations. Despite their differences, they all lived in harmony in a world full of shapes. One day, the rectangles set out on an adventure to explore their surroundings. They met other shapes along the way, such as circles and triangles, each one unique and fascinating in its own way. Tally, the tall and skinny rectangle struggled to fit through tight spaces while Shorty, the short and wide rectangle had difficulty navigating narrow corners. Even the perfect rectangle Perky felt out of place in certain situations. However, Tally, Shorty and Perky soon discovered that their differences were also their strengths. Tally was great for reaching high places, while Shorty was perfect for fitting into tight spaces. Perky was versatile and adaptable, able to fit in anywhere.	**Sally the Square**  Meet Sally, the perfectly symmetrical square. She was a head-turner with her four sides and four sharp corners. But, let's be honest, next to the cool kids like triangles and circles, Sally did feel a bit basic. She longed to be part of their giggles and games. One sunny day, a bunch of kids started building a tower with blocks, and Sally was invited to play. She hesitated, but then she thought, "why not?"	**The Beautiful Triangle** Once upon a time, in a land far, far away, there was a triangle. This triangle was like no other triangle in the land. It was unique because it had three sides that were of different sizes. One side was long, the second side was medium and the third was short. The triangle had a name, and it was called "Tri". Tri was a friendly triangle, and it loved to make new friends. One day, Tri decided to explore the land and find new friends. As Tri was walking around, it saw another triangle in the distance. This triangle was different from Tri. It had sides that were all the same length. Tri was excited to meet this new triangle, so it hurried over to say hello. When Tri reached the other triangle, Tri introduced itself and asked the other triangle its name. The other triangle replied, "My name is Equi, short for Equilateral." Tri and Equi became friends fast, despite their	square has four sides that are all the same length. Other shapes have three sides like a triangle. Remember, shapes can be found everywhere!

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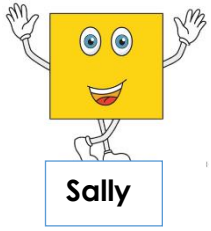
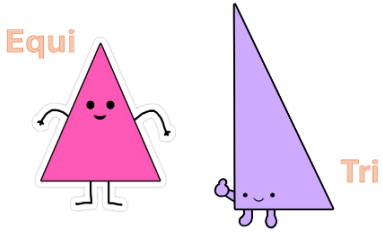
	The three brother rectangles returned to their world of shapes with a newfound sense of pride in who they were. They learned to appreciate their differences and lived happily ever after, knowing that every shape has its own special place in the world.	To her surprise, her square shape was the perfect foundation for the tower. None of the other shapes could fit together as seamlessly as Sally did. Sally realized that being a square was not only unique, but it also had its perks. From then on, she was one confident square, strutting her stuff like a boss!	differences. They played games together and explored the land. Tri learned that even though they were not the same, they could still be friends. They both had unique qualities that made them special. From that day on, Tri and Equi went on many adventures together. They met other shapes, some with different sizes and some with the same sizes, but they all learned to appreciate each other's differences and became great friends.	
Developing Understanding of the Key Idea/ Stem	First, ask the learners about the shape of the characters in the story. Next, ask them to name the characters in the story.	To begin with, ask the learners what the title of the story is. In addition, ask the learners what the shapes of the characters in the story are.  	First, ask the learners what the story is about. Next, ask them who the characters in the story are. Let the learners describe each character.  After describing the triangles, ask the learners how many sides a triangle has.	Ask the class about the shapes of the objects. Ask them about the features of each shape. Ask the learner who mentioned rectangle to draw the shape on the board. Ask him/her to describe a rectangle.  *(It has four corners and four sides, two are long sides and two are short sides.)*

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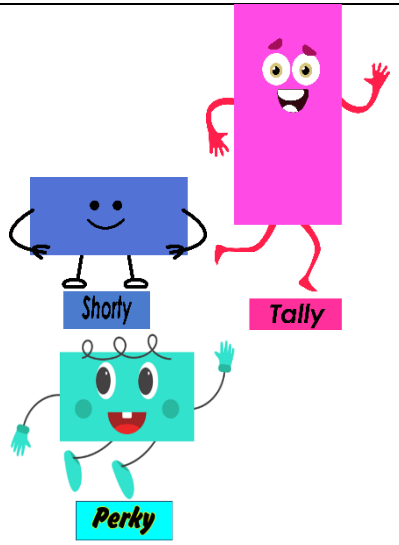
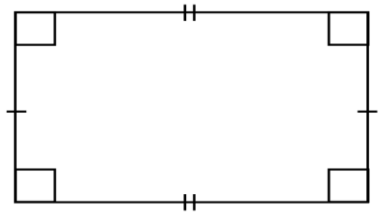
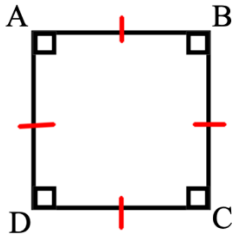
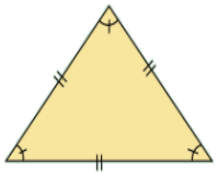
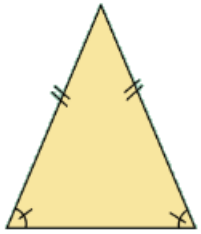
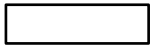
	 Then, Let the learners describe each character in the story. After describing each character, ask the learners how many sides rectangles have, ask the child to point the sides of the rectangle.  Explain the concept of rectangle. A rectangle is a closed 2-D shape, having 4 sides. The opposite sides of a rectangle are equal and parallel. Since a rectangle is a 2-D shape, it	Furthermore, ask the learners of the names of the characters in the story. In conclusion, ask the learners to describe each character in the story. Upon describing the characters in the story, ask the learners how many sides a square has.  Explain squares by using visual aids like pictures, diagrams, or manipulatives. The teacher can demonstrate how squares have four equal sides and four right angles. Students can also be encouraged to share their observations and	Explain the concept of triangle. A triangle is a 2D shape. A triangle can be classified according to its side. **Equilateral triangle**  Has three equal sides **Isosceles triangle**  Has two equal sides **Scalene triangle** Has no equal sides Worksheet 1: Ask the learner to trace triangles on their worksheet.	Call another learner to draw the shape of the object he/she touched inside the box and  describe it. *(It has four corners and four equal sides*) Call the third learner and ask to draw the shape on the board.  *(It has three corners and 3 sides)* Take out from the box two rectangle-shaped objects of different sizes. (ex. envelope and ID card) Ask the learners about the shape of the objects. *What is the shape of these objects?* Ask two pupils to trace the outline of the objects on the board.  

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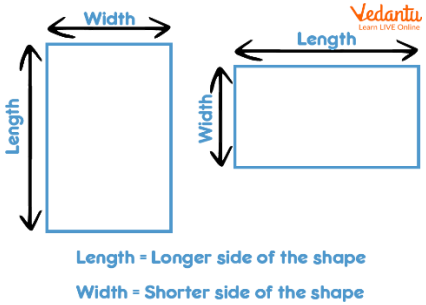
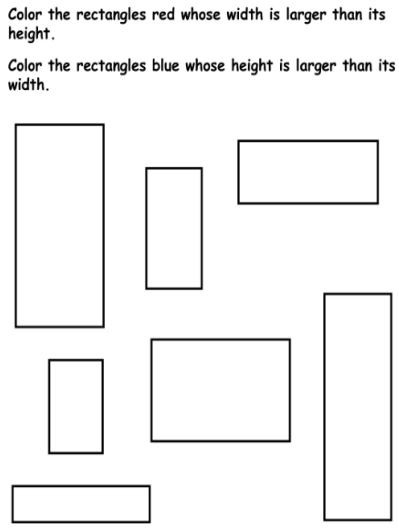
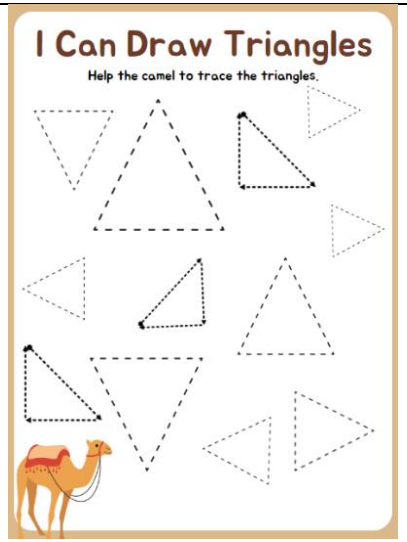
	is characterized by two dimensions, length, and width. Length is the longer side of the rectangle and width is the shorter side.  Explain that rectangles have different sizes and in various orientations. Let the learners answer worksheet 1.  	ideas about squares. Explain to the pupils that squares have different orientations and sizes. Let the learners answer LAS 2.	 Explain to the pupils that triangles have different orientation and sizes.	*Which is smaller? Which is bigger?* Let the learners point to bigger and smaller rectangle. Emphasize the words bigger and smaller and when to use them. *When talking about which is larger between two shapes or objects, we say bigger.* *If the shape or object is little or tiny compared to the other shape or object, we say smaller.* Take out another set of objects of different sizes. (Rubik's Cube and a square clock). Show the objects to the class. Ask some learners to trace the outline of the shape on the board. Then ask them to compare. Lastly, show another set of objects to the class (a triangle ruler and a hanger) Ask some learners to trace the outline of the shape on the board. Then ask them to compare.

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Deepening Understanding of the Key Idea/ Stem	Divide the class into 4 groups, let the learners do their group work. Group 1 – Let the learners classify and sort the rectangles according to color. Group 2 – Let the learners identify the rectangles. Group 3 – Let the learners look inside their bags. Let them list down five things with rectangular shapes. Lastly, let the learners answer LAS 1.	Divide the class into four groups. Group 1: Square Hunt Instruct the students to go on a square hunt around the school or classroom, looking for squares of different sizes and in different orientation. Once they find a square, they should draw it on their paper and label its size and orientation. Group 2: Square Sort Provide a sorting mat labeled with categories such as "Small Squares," "Medium Squares," and "Large Squares." Instruct learners to sort the index cards by placing them in the appropriate category in the sorting mat based on their size and orientation.	Activity 2 Group 1 - Triangle Sorting Let the learners sort and classify according to sides. 1. Give the group a set of cut-out triangle shapes. 2. Instruct learners to sort the triangles into the appropriate categories on the sorting mats. 3. After sorting, they can discuss their choices with a partner. Group 2-Triangle Art 1. Provide the group with construction paper, scissors, glue, and markers or crayons. 2. Instruct them to cut out triangles of various sizes and orientation from multi-colored construction paper. 3. Learners may arrange and glue the triangles onto a larger piece of construction paper to create their own unique artwork. Group 3- List it up 1. Provide the group with a marker and paper. 2. Instruct the pupils to look outside the classroom and list down five things with triangle shape.	Divide the class into 4 groups, let the learners do their group work. Group 1 – Let the learners classify and sort the rectangles according to color. Group 2 – Let the learners identify the rectangles. Group 3 – Let the learners look inside their bags. Let them list down five things with rectangular shapes. Lastly, let the learners answer LAS 7.

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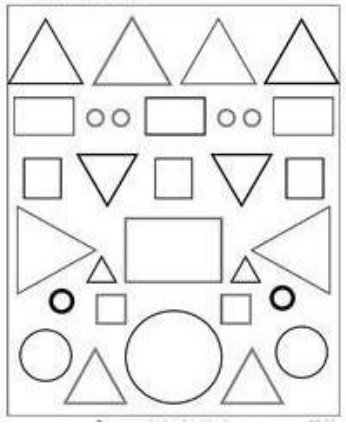
		Group 3: Square Scavenger Hunt Provide a checklist and a pencil. Instruct learners to explore their surroundings and check off each square they find that matches the description on the checklist. After the hunt, learners gather to discuss their findings and share their experiences. Group 4: Square Collage Using construction paper, instruct learners to cut out squares of different sizes and in different orientation. Learners should arrange and glue the squares onto a larger piece of construction paper to create a collage. Encourage them to be creative and try various arrangements of squares.	3. Lastly, provide pupils with a worksheet. Color all the triangles. 	

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After/Post-Lesson Proper				
Making Generalizations and Abstractions	To summarize the lesson, ask the learners the following: How many sides does a rectangle have? *(It has four sides.)* How do we describe a rectangle? *(A rectangle is a closed 2-D shape, having 4 sides. The opposite sides of a rectangle are equal and parallel. Since a rectangle is a 2-D shape, it is characterized by two dimensions, length, and width. Length is the longer side of the rectangle and width is the shorter side.)*	To summarize the lesson, ask the learners the following: Can a square be big or small? *(Yes, as long as its sides are equal in length.)* If we change the orientation of the square, is it still called square? *(Yes, because it satisfies the characteristics of a square.)*	To summarize the lesson, ask the learners the following: How many sides does a triangle have? What is the classification of triangles?	To summarize the lesson, ask the learners the following: How can you identify the shape of an object? How many sides does a rectangle have? How many corners? How many sides does a square have? How many corners? How does a square differ from a rectangle? How many sides does a triangle have? How many corners? How do you compare the shapes according to size?
Evaluating Learning	Let the learners answer the worksheet by matching the rectangles with the objects of different orientation and sizes.	Let the learners answer LAS 5.	Let the learners answer LAS 3	Let the learners answer the activity below.

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	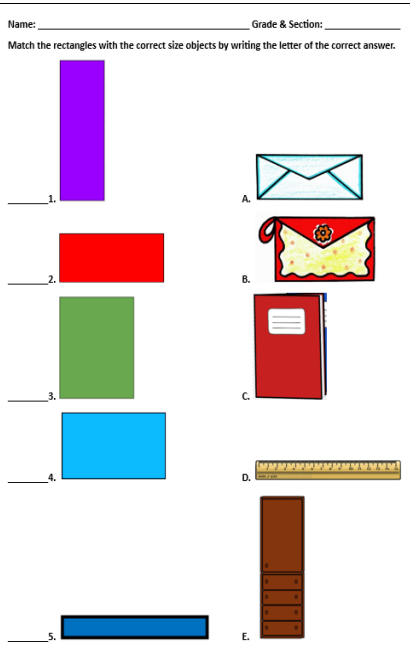			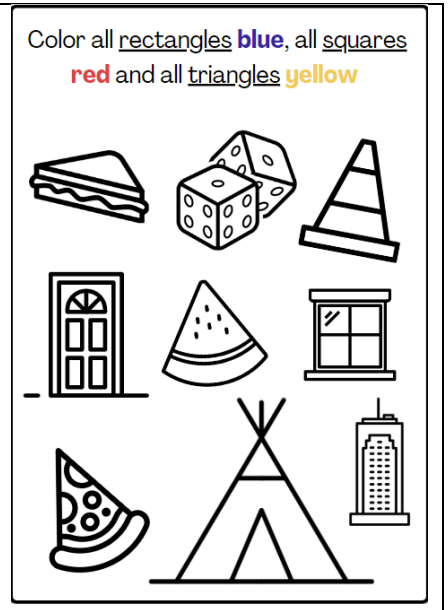
Additional Activities for Application or Remediation (if applicable)	1. Ask learners to list down five rectangular-shaped things that are found at home. 2. Answer LAS 4	Find five objects at home that have a square shape. Draw the objects and label the different size and orientation of the square.	1. Ask learners to find three objects in school that are triangle-shaped and present them to class. 2. Answer LAS 6	Draw objects that are rectangle, square and triangle on a bond paper.
Remarks				
Reflection				

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