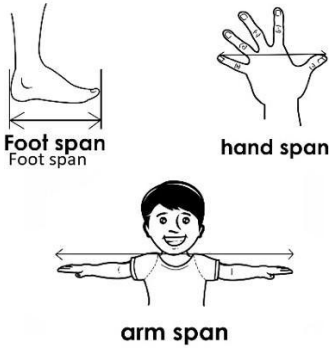
MATATAG K to 10 Curriculum Weekly Lesson Log	School:	Visit DepEdResources.com for More	Grade Level:	1
	Name of Teacher		Learning Area:	MATHEMATICS
	Teaching Dates and Time:	OCTOBER 7 - 11, 2024 (WEEK 2)	Quarter:	Second

	DAY 1	DAY 2	DAY 3	DAY 4
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES				
A. Content: Measurement and Geometry				
B. Content Standards	The learners should have knowledge and understanding of measurement of length and distance using non-standard units			
C. Performance Standards	By the end of the quarter, the learners are able to use non-standard units to compare and measure length and distance.			
D. Learning Competencies	The learners ● measure the length of an object and the distance between two objects using non-standard units; ● compare lengths and distances using non-standard units; and ● solve problems involving lengths and distances using non-standard units.			
E. Learning Objectives	At the end of the lesson, the learners should be able to measure lengths using non- standard units.	At the end of the lesson, the learners should be able to measure lengths and distances using non-standard units.	At the end of the lesson, the learners should be able to ● compare lengths and distances among three or more objects using non-standard units; and ● determine the	At the end of the lesson, the learners should be able to ● compare lengths and distances among three or more objects using non- standard units; and ● solve problems involving lengths and distances using non-standard units.

			appropriate unit of measure.	
II. TEACHING AND LEARNING PROCEDURES				
Before the Lesson/Pre-lesson Proper				

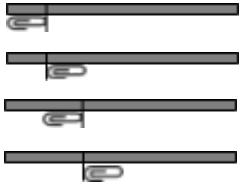
Activating Prior Knowledge	Discuss answers to Assessment 4 of Week 1. The table shows different measurements taken using a string. A Length of open arms B Width of a book C Height of a desk D Thickness of a book E Distance around a tree Which one is it? Write the letter(s) of the correct answer(s) in the blank. E 1) longest A 2) second longest D 3) shortest B 4) second shortest B, C, or D 5) shorter than the length of open arms A or E 6) longer than the height of the desk	Present and discuss answers to Assessment 1 of Day 1. *Expected answers:* 1.1 Encircle the letter of the illustration that shows the proper way of using the paper clip to get the length of the flashlight. A. B. C. D. 1.2 About how long is the flashlight? 8 paper clips 2. About how long is the straw? A. 5 pencils B. 3 sticks C. 6 staplers	Present and discuss answers to Assessment 2 of Day 2. 1. Encircle the object that satisfies the given condition. A. Longer object B. Taller object C. Object nearer to the apple 2. Mario and Bea used their hand span to get the length of a ribbon. The result is shown below. | | Number of hand spans | | Mario | 3 | | Bea | 5 | Whose hand span is shorter? Bea Why? Bea's hand span is shorter because it took more of her hand span to get the length of the ribbon.	Present and discuss answers to Assessment 3 of Day 3. 1. The table shows the measurements of lengths and distances using Ana's hand span. | | Measurement | Number of hand span | | A | Height of a cabinet | 10 | | B | Width of a book | 1 | | C | Length of an umbrella | 8 | | D | Distance from one door to another door | 20 | Arrange the measurements from shortest to longest by writing the corresponding **letter** in the blanks. B (shortest) C A D (longest) 2. Encircle the more appropriate non-standard unit to use in getting the measurement. non-standard unit a. Height of a desk fan — pencil or paper clip b. Distance across the room — arm span or hand span c. Length of pencil case — shoelace or crayon
Lesson Purpose / Intention	To measure lengths using non-standard units	To compare lengths and distances using non-standard units	• To compare lengths and distances among three or more objects using non- standard units	• To compare lengths and distances among three or more objects using non- standard units

			• To determine the appropriate unit of measure	• To solve problems involving lengths and distances using non-standard units of measure
Lesson Language Practice	length, units of measure, non-standard units, estimate, about	length, shorter, longer, taller, distance, nearer, farther, non-standard units	length, height, distance, width, shortest, longest, tallest, non-standard units, arm span, hand span, appropriate non-standard unit	length, distance, shorter, longer, shortest, longest, smallest, biggest, fewer, fewest non-standard units, appropriate non-standard unit
During the Lesson/Lesson Proper				
Reading the Key Idea/Stem				
Developing Understanding of Key Idea/ Stem	Show a strip of paper and then post it on the board. Example:  Say that you want to know the length of the strip of paper using paper clips. Let the learners estimate the number of paper clips needed to represent the length of the strip of paper. Illustrate how to get the length of the strip of paper using paper clips of the same size.  How long is the strip of paper? *It is about 6 paper clips long.* What do you observe about the paper clips? How are they arranged?	What non-standard units of measure did we use yesterday? *We used paper clips, popsicle sticks, etc.* Say that aside from different objects, some body measurements may also be used as a non-standard unit. Introduce handspan, foot span, and arm span. 	Divide the class into four groups. Prepare the tables on a sheet of Manila paper. Provide the non-standard units to be used for each group. Have Group 1 do A first and Group 2 do B. Then, after a few minutes, tell them to change places. Groups 3 and 4 will do the same for C and D. Be sure that the groups understand what they needed to do. Once they are done, ask them to post their work on the board. Have a class discussion afterward.	Pose Problem 1 on the board. <u>Problem 1:</u> Ali wants to decorate a cardboard by placing popsicle sticks of the same size around it as shown.  1) How many more popsicle sticks does she need to decorate the whole cardboard? 2) About how long is the length of the cardboard? 3) About how long is its width? 4) Which is longer, the length or the width of the cardboard? Why?

Measurement	Number of popsicle sticks	Number of shoelaces
A: distance around the teacher's table		
B: width of the windows		

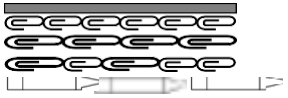
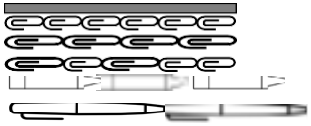
Length/Distance	How many? Name: _____
Length of the blackboard	_____ hand span _____ foot span
Length of teacher's table	_____ hand span _____ foot span
Distance from the door to the opposite wall	_____ foot span _____ arm span
Distance from the blackboard to the opposite wall	_____ foot span _____ arm span

Measurement	Number of popsicle sticks	Number of shoelaces
C: distance of the blackboard to the teacher's table at the back		
D: height from the floor to the window sill		

	(a) The paper clips have the same size but of different colors. (*You may use only one color.)* *(b) They are placed in a straight line from one end of the object to the other end.* *(c) They do not overlap.* *(d) There are no spaces or gaps between them, i.e., they are placed end-to-end.* Reiterate the above observations. What if we have only one paper clip? How can we use it to find the length of the strip of paper? *We <u>repeatedly use (or iterate)</u> the paper clip to find the length, bearing in mind the proper way of placing them. We mark the end of the paper clip to guide us where to place it next.)* Illustrate how to do this.  Continue doing this until you reach the other end of the strip of paper.	Illustrate how to use the above non-standard units. Have them recall how to use the non-standard unit correctly. Divide the class into small groups. Give them a sheet of Manila paper. Explain how they should accomplish the table written on the Manila paper. Each group has to choose who among them will be the basis for the hand span, foot span, and arm span. This would allow us to make comparison of lengths later on.	<u>Groups 1 and 2:</u> Find the distance around the teacher's table and the width of the windows using the popsicle stick and a shoelace. Write the measurements in the table. <u>Groups 3 and 4</u> Find the width of the door and the length of the blackboard using the popsicle stick and a shoelace. Write the measurements in the table.	*Expected answers:* *1) Four more popsicle sticks are needed.* *2) The length is about four popsicle sticks long.* *3) The width is about two popsicle sticks long.* *4) The length of the cardboard is longer than the width. The length is about 4 popsicle sticks long while the width is only about two popsicle sticks long.* Pose "what if" situations. 5) If the length of two popsicle sticks is the same as the length of one pencil, how many pencils does Ali need? Explain. *It would be 6 pencils. The total popsicle sticks is 12 and since the length of 2 popsicle sticks is the same as 1 pencil, so we need 6 pencils.* 6) If the length of one popsicle stick is three paper clips long, how many paper clips does Ali need? Explain. *It would be 36 paper clips. The total popsicle sticks is 12 and since the length of one*

				popsicle stick is the same as the length of three paper

	Next, show a bigger paper clip. What if we use this size of paper clip. What will be the length of the strip of paper? Have the learners make an estimate. Place the paper clips below the first one to get the length. You may ask a learner to do it.  How long is the strip of paper using the big paper clips? *It is about 4 big paper clips long.* Why did we get different answers? *We got different answers because the two paper clips have different sizes. One is longer than the other.* Pose a what if situation. What if both kinds of paper clips are used? Place this below the 2nd row of paper clips. You may ask a learner to do it.  Can we say that the length of the strip of paper is about 5 paper	Have a class discussion afterward. Discuss the data obtained <u>by each group.</u> Example: 1) Which is longer, the length of the blackboard or the length of the teacher's table using the hand span? 2) Will the result be the same using the foot span? 3) Why did we get a bigger* number of hand span than foot span when measuring the length of an object? *Assuming that the hand span is shorter than the foot span. What relationship can you see between the hand span and the foot span as to the number needed to get the length? *The longer the non-standard unit, the lesser number of it is used to get the length of an object.* 4) Which is farther, the distance from the door to the opposite wall or the distance from the blackboard to the opposite	Discuss first the work of Groups 1 and 2. Ask the following questions: 1) Using the popsicle stick as the non-standard unit, which is longer, the distance around the table or the width of the windows? Why? Can we say the same using the shoelace? Why? 2) Did we get the same number of popsicle sticks and number of shoelaces for the width of the window? Why? *3)* What relationship do you see between the number of non-standard units used and the length of the non-standard unit? *The longer the non-standard unit, the lesser number of it is used to get the length of an object.* 4) Which of the two non-standard units is more appropriate to use in getting the distance around the teacher's table? Why? How about getting the width of the windows? Why?	*clips, so we need 36 paper clips.* 7) Which of the three non-standard units (popsicle stick, pencil, paper clip) is the longest? Why? *It is the pencil since the fewest number needed to decorate the whole cardboard is that of the pencil.*

	clips? Why? *No, because different sizes of paper clips were used.* Remember that the same size of paper clips must be used. You may use an X mark to indicate that this is wrong.  5 paper clips **X** This time, use a crayon to measure the length of the strip of paper. You may ask a learner to do this.  How many crayons long is the strip of paper? *It is more than two but less than three crayons long.* Next, use a ballpen to get the length of the strip of paper. You may ask a learner to do this.  How many ballpens long is the strip of paper? *It is more than one but less than two ballpens long.* Write on the board the lengths obtained using different objects.	wall using the arm span? Explain. Next, compare the <u>data across groups</u>. Answers will depend on the data obtained by each group. Example: 1) What do you observe about the answers of each group about the length of the teacher's table using the foot span? Are the answers the same or not? Why or why not? 2) What do you observe about the answers of each group about the distance from the blackboard to the opposite wall? Are the answers the same or not? Why or why not? 3) Which is longer, the length of the blackboard or the distance from the blackboard to the opposite wall using the arm span? Is this true for all groups? 4) Can we compare the length of the blackboard using handspan and the length of	Lead them to the idea of using the **appropriate non-standard unit** to get the length – for longer lengths, use longer non- standard unit and for shorter ones, use shorter non-standard unit. Process the results obtained by Groups 3 and 4 in the same way.	

	Length = 6 paper clips (small) = 4 paper clips (big) = more than 2 but less than 3 crayons long = more than one but less than two ballpens long Do all answers represent the length of the strip of paper? *Yes.* Why did we get different answers? *It is because we used different objects to get the length of the strip of paper.* Say that the small paper clip, big paper clip, crayon, and ballpen are called **non-standard units.** Different objects can be used as a non-standard unit. Write on the board, ***Non-standard units*** *refer to objects that serve as units of measurement such as a paper clip, a crayon, and a ballpen.* Ask the learners to give other examples of non-standard units of length. *Other non-standard units are popsicle stick, match stick, eraser, chalk, and pencil.*	the teacher's table using the foot span? 5) Who has the longest hand span? Why? How about the shortest foot span? Why? How about the longest arm span? Why? Emphasize that *"The longer the non-standard unit, the lesser number of it is used to get the length of an object."*		

Measurement	Number of popsicle sticks	Number of shoelaces
A: distance around the teacher's table		
B: width of windows		
C: distance of the blackboard to the teacher's table at the back		
D: height from the floor to the window sill		

Non-standard unit	How many? (A)_____	(B)_____
Length of desk		
Length of shoelace		

Deepening Understanding of Key Idea/Stem	Prepare beforehand different objects to be used as non-standard units. 5 boxes of paper clips 5 bundles* of popsicle sticks 5 bundles* of straws 5 bundles* of coffee stirrers *20 pieces/bundle Have some extra materials in case you need more. You may use other objects as non-standard units. Have four learners seated near each other work together. Provide	What non-standard units did we use in measuring lengths and distances? How did we measure? *We used hand span, foot span, and arm span. We measured along a straight line from one end to the other without gaps or overlaps.* How did we compare the lengths? *Using the <u>same non-standard unit</u> to get the lengths, we compared the numbers. The bigger the number, the longer is the length.*	Combine the results obtained by the four groups, resulting to a single table, as shown.	Pose Problem 2 on the board. <u>Problem 2:</u> Ben and Al want to know the distance from one column to the next column using an umbrella, a foot span, and a straw. The result is as follows: Measurement | Number of umbrellas | Number of foot spans of Al | Number of straws distance from one column to the next column | 12 | 48 | 36

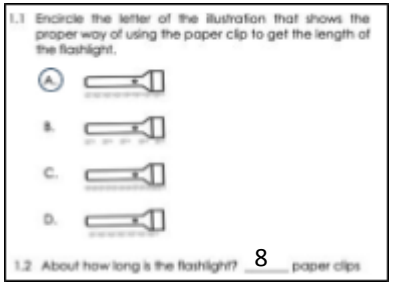
	each group with a table on a sheet of paper as shown below. Have each group choose any two objects. They have to write the name of the objects in the table – one in (A) and the other in (B). For example, (A) popsicle sticks and (B) paper clips. Review how to properly measure the length of an object using a non-standard unit. Be sure they understand the instructions before	Can we compare lengths or distances using different non-standard unis? *We need to use the same non-standard units in getting lengths or distances to be able to compare.* What do you observe about the number of non-standard units used and the length of the non-standard unit? *The longer the non-standard unit, the lesser number of it is used to get the length of an object.*	Let the learners bring out their show-me boards. Have them arrange the four lengths, represented by the number of popsicle sticks, from shortest to longest. They have to use the letter corresponding to each length, say A, C, B, D. Discuss the answers. Next, have them arrange the four lengths, represented by the number of shoelaces, from shortest to longest. Ask if the arrangement is the same as when using the popsicle sticks.	Answer the following: 1) Are the numbers, representing the distance, the same using the three non-standard units? Why? 2) Which non-standard unit is longest? How do you know? 3) Which non-standard unit is shortest? How do you know? 4) Which non-standard unit is more appropriate to use? Why? *Possible answers:* *1) No, because the lengths of the three non-standard units are different.* *2) It is the umbrella is the longest because the number representing the distance is*

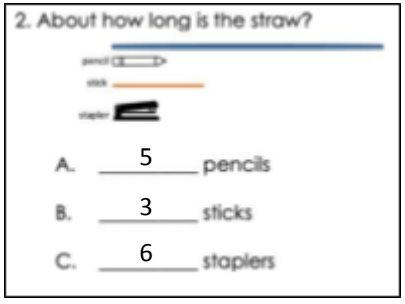
	letting them do the activity. Once they are done, have a class discussion afterward – what they did, why they got different answers, etc.		Have them give the reasons for their answer. Add another measurement E in the table, say "length of belt – 12 popsicle sticks, 3 shoelaces". Ask them to arrange the five lengths from longest to shortest, first represented by the number of popsicle sticks and then by the number of shoelaces. Ask which is more appropriate to use to get the length of the belt. You may give more situations in which one non-standard unit is more appropriate to use than another. For example, ask which one is more appropriate to use in getting the following lengths: 1) Length of notebook – paper clip or arm span? 2) Length of the blackboard – crayon or shoelace? 3) Height of the tallest learner – matchstick or hand span?	*smallest using the umbrella as non-standard unit.* *3) It is Al's foot span is the shortest because the number representing the distance is the biggest using Al's foot span as non-standard unit.* *4) The umbrella is the more appropriate to use than the other two non-standard units.* Pose "what if" situations. *5)* What if we get the distance from the 1st column to the 3rd column. How many umbrellas would the distance be? Explain. Assume that the distance between columns is the same. *It would be 24 umbrellas since the distance from the 2nd column to the 3rd column is also 12 umbrellas.* *6)* If the length of a stick is one-half that of the umbrella, how many sticks would the distance from the 1st column to the 2nd column be? *The distance would be 24 sticks since the length of one umbrella is the same as the length of two sticks.*

After the Lesson/Post-lesson Proper				
Making Generalizations	What objects did we use in measuring the length? *We used paper clips, popsicle sticks, straws, etc.* What do we call each object that we use to measure the length? *Each object is a called non-standard unit.* What should we remember when using a non-standard unit to measure the length? *It should be placed in a straight line from one end of the object to the other end, without gaps and overlaps.*	What non-standard units did we use in measuring lengths and distances? How did we measure? *We used hand span, foot span, and arm span. We measured along a straight line from one end to the other end, without gaps or overlaps.* How did we compare the lengths? *Using the same non-standard unit to get the lengths, we compared the numbers. The bigger the number, the longer is the length.* Can we compare lengths or distances using different non-standard unis? *We need to use the same non-standard units in getting lengths or distances to be able to compare.* What do you observe about the number of non-standard units used and the length of the non-standard unit? *The longer the non-standard unit, the lesser number of it is used to get the length of an object.*	Can we use any non-standard unit to measure the lengths of three or more objects? *Yes, we can.* How do we use the non-standard unit in getting the length or distance? *We apply repeatedly the non-standard unit from one end to the other end, without gaps or overlaps.* How do we compare lengths using the same non-standard unit? *We compare the number of units used to get the lengths. The bigger the number, the longer the object is.* What should we remember when comparing lengths of three or more objects or distances? *The same non-standard unit should be used in getting the lengths or distances to be able to compare.* How do we choose the more appropriate non-standard unit to use? *For shorter lengths, use shorter non-standard unit.*	Can we use any non-standard unit to measure the lengths of two or more objects? *Yes, we can.* How do we know that the non-standard unit used is longer or longest? *The non-standard unit* is *longer/longest if it takes fewer/fewest number of that non-standard unit to get the length/distance.* How about if it is shorter or shortest? *The non-standard unit* is *shorter/shortest if it takes more/most number of that non-standard unit to get the length/distance.* How do we choose the more appropriate non-standard unit to use? *For shorter lengths, use shorter non-standard unit.* *For longer lengths, use longer non- standard unit.*

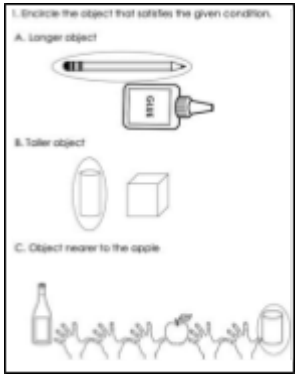
<table>
<tr><td></td><td></td><td></td><td>For longer lengths, use longer non-standard unit.</td><td></td></tr>
<tr><td>Evaluating Learning</td><td>Let the learners answer Assessment 1.

Expected answers:

 
</td><td>Let the learners answer Assessment 2.

Expected answers:

2. Mario and Bea used their hand span to get the length of a ribbon.

The result is shown below.

<table>
<tr><td></td><td>Number of hand spans</td></tr>
<tr><td>Mario</td><td>3</td></tr>
<tr><td>Bea</td><td>5</td></tr>
</table>
Whose hand span is shorter? Bea

Why? Bea's hand span is shorter because it took more of her hand span to get the length of the ribbon.</td><td>Let the learners answer Assessment 3.

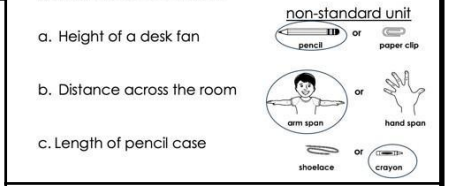
Expected answers:

1. The table shows the measurements of lengths and distances using Ana's hand span.

<table>
<tr><td></td><td>Measurement</td><td>Number of hand span</td></tr>
<tr><td>A</td><td>Height of a cabinet</td><td>10</td></tr>
<tr><td>B</td><td>Width of a book</td><td>1</td></tr>
<tr><td>C</td><td>Length of an umbrella</td><td>8</td></tr>
<tr><td>D</td><td>Distance from one door to another door</td><td>20</td></tr>
</table>
Arrange the measurements from shortest to longest by writing the corresponding letter in the blanks.

B (shortest) C A D (longest)

2. Encircle the more appropriate non-standard unit to use in getting the measurement.

 
</td><td>Let the learners answer Assessment 4.

Expected answers:
1. B
2. C
3. a. B
b. A</td></tr>
<tr><td>Additional Activities for Application or Remediation (if applicable)</td><td></td><td></td><td></td><td></td></tr>
</table>

III. LEARNING RESOURCES				
A. References				
1. Teacher's Guide				
2. Learner's Materials				
3. Textbook				
4. Additional Materials from Learning Resource (LR) Portal				
B. Other Learning Resources				
IV.TEACHER REFLECTION				