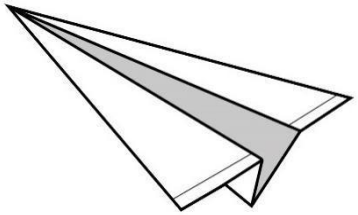
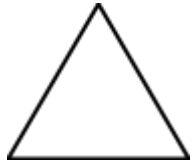
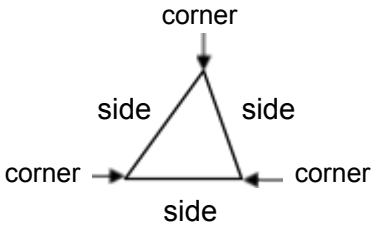
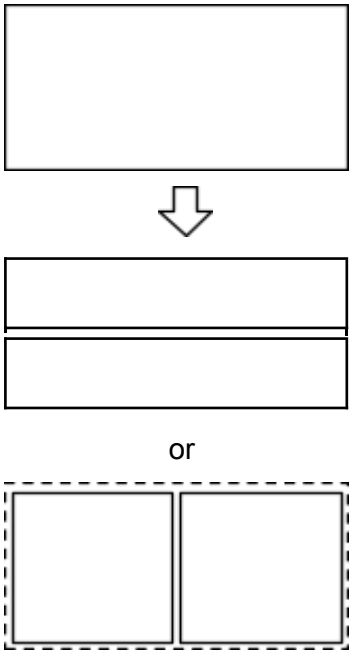
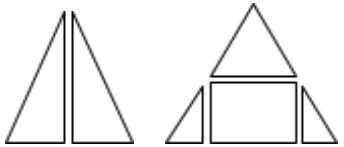
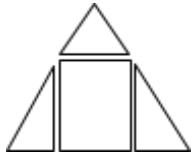
MATATAG K to 10 Curriculum Weekly Lesson Log	School:	Visit DepEdResources.com for More	Grade Level:	1
	Name of Teacher		Learning Area:	Mathematics
	Teaching Dates and Time:	AUGUST 5 - 9, 2024 (WEEK 2)	Quarter:	First

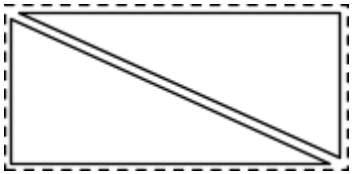
	DAY 1	DAY 2	DAY 3	DAY 4
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES				
A. Content Standards	The learner should have knowledge and understanding of simple 2-dimensional shapes and their features.			
B. Performance Standards	By the end of the quarter, the learner is able to identify and distinguish simple 2-dimensional shapes.			
C. Learning Competencies	The learners ● identify simple 2-dimensional shapes (triangle, rectangle, square) of different sizes and in different orientations; ● compare and distinguish 2-dimensional shapes according to features such as sides and corners; and ● compose and decompose triangles, squares, and rectangles.			
D. Learning Objectives	At the end of the lesson, the learner should be able to: ● describe a triangle according to the number of sides and corners; ● differentiate triangles from rectangles and squares; and ● recognize triangles in their surroundings.	At the end of the lesson, the learner should be able to recognize triangles of different sizes and in different orientations.	At the end of the lesson, the learner should be able to: ● decompose rectangles and squares; and ● compose rectangles and squares.	At the end of the lesson, the learner should be able to decompose and compose triangles.
II. CONTENT	**Measurement and Geometry**			
III. LEARNING RESOURCES				
A. References				

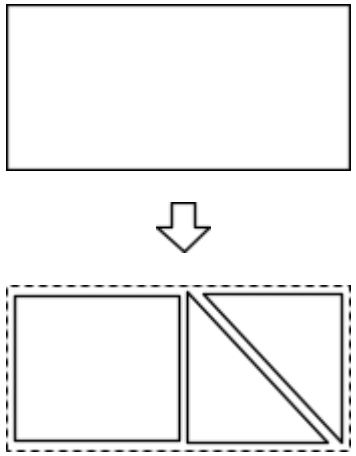
B. Other Learning Resources				
IV. TEACHING AND LEARNING PROCEDURES				
Before/Pre-Lesson Proper				
Activating Prior Knowledge	Show a paper plane to the learners as shown. Ask the learners' experiences with a paper plane. Ask them the shapes they see on the paper plane. They are expected to see triangles. Call a learner to point to a triangle on the paper. In case they cannot name the shape, tell them that they will learn about this shape in today's lesson. 	As a review of the concept of triangle, have the learners sing a nursery rhyme involving triangle.	Have a drill on recognizing a square, a rectangle, and a triangle as part of objects or pictures inside the classroom.	Ask the learners what is meant by decomposing and composing a shape.
Lesson Purpose/Intention	To describe a triangle according to its sides and corners	To recognize a triangle of different sizes and orientations	To decompose and compose rectangles and squares	To decompose and compose triangles
Lesson Language Practice	triangles, sides, corners	orientation, rotate, triangle, small, big	triangle, square, rectangle, decompose, compose	triangle, square, rectangle, decompose, compose

During/Lesson Proper				
Reading the Key Idea/Stem				
Developing Understanding of the Key Idea/Stem	Unfold the paper plane and cut it into its component triangles. Post them on the board. Consider one of the triangles. Ask the learners to trace the sides of the triangle. Let the learners recall the meaning of side. Ask how many sides there are in a triangle. Let them verify if the other triangles on the board also have three sides. Next, ask a learner to point to the corners of the triangle. Let the learners recall the meaning of corner. Ask how many corners there are in a triangle. Let them verify if the other triangles on the board also have three corners.	Call on some of the learners to present their answers to the assignment on the board. Let them explain why those shapes are called triangles. Then ask the following questions: *a.* Which of the triangles is the smallest? *The learners point to the smallest triangle.* *b.* Is this still called a triangle even if it is small? Why? *It is still called a triangle because it has three sides and three corners.* *c.* Which of the triangles is the biggest? *The learners point to the biggest triangle.* *d.* Is this still called a triangle even if it is big? Why? *It is still called a triangle because it has three sides and three*	Prepare several identical rectangular cutouts. Show to the learners one rectangular cutout and ask them to identify the shape of the cutout. Once identified as a rectangle, have them describe a rectangle. Post the rectangle on the board. Tell the learners that you will break the rectangle apart into two smaller parts.  Get one identical rectangle. Put it on top of the posted rectangle to show that they are the same.	Prepare several identical triangular cutouts. Note: You may use an isosceles, equilateral or scalene triangle. Do not give the name of the triangle. The purpose of the lesson is simply to decompose or compose a triangle. Show the learners a triangular cutout and ask them to identify the shape. Once they have identified that it is a triangle, ask them to describe a triangle.  Post the triangle on the board. Tell the learners that this time they will decompose the triangle into two or more familiar

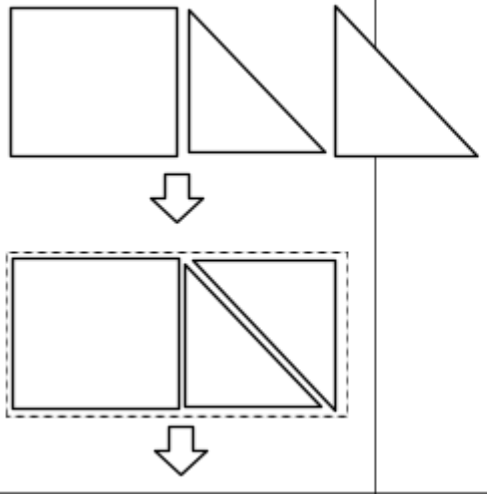
	Label one of the triangles on the board as shown below.  Finally, ask the learners to describe a triangle. *A triangle is a shape that has three sides and three corners.* Divide the learners into small groups. Ask each group to find an object inside the classroom that has a triangle. Tell them that they 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 triangle and explain why the shape is a triangle.	*corners.*	Next, break it apart into two rectangles as shown using scissors.  Ask the learners the following questions. a. What shapes do you see after breaking apart the rectangle into two smaller parts? *We see rectangles.* b. How many rectangles are there? *There are two rectangles.*	shapes (rectangle, square, triangle). Have the learners recall the definition of decomposing a shape. Divide the class into small groups. Give each group three triangles, masking tape, and a sheet of Manila paper. Have them decompose each triangle in different ways. Tell them to place their work on the Manila paper using the tape. (**The learners should not use the scissors. The teacher should be the one to break the shapes apart.**) Give time for the groups to do the task. Move around the room to monitor what each group is doing. Have a class discussion afterwards. Let each group present and explain their work. *Possible answers:*

			c. Why do you say they are rectangles? *They have four sides and four square corners. Each pair of opposite sides have the same length.* Challenge the learners to break the rectangle apart into two triangles. You may give each pair of learners a rectangular cutout. Tell them to call you once they need the scissors to break their rectangles apart. **Note: The learners should not use the scissors without the teacher's assistance.**	 A B  C Ask the learners the following questions. a. In A, what shapes do you see? *We see two triangles.* b. Why do you say that they are triangles? *Each has three sides and three corners.*

			Expected answer:  Ask learners why the two shapes are triangles. *The shapes are triangles*	c. In B and C, what shapes do you see after breaking the triangle apart into four parts? *We can see a rectangle and three triangles.*

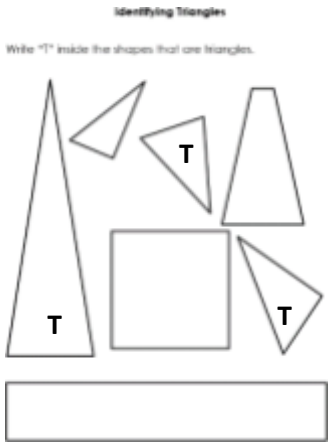
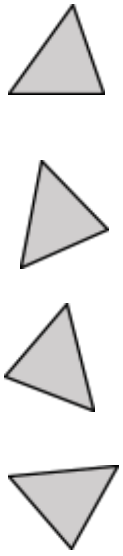
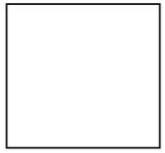
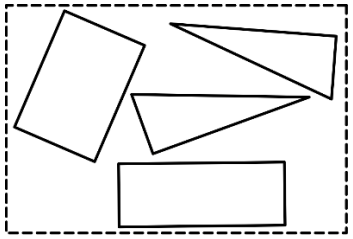
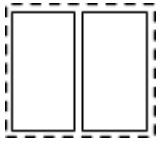
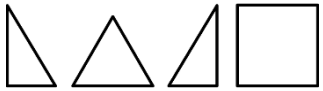
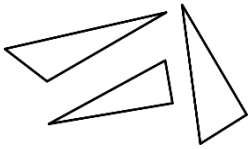
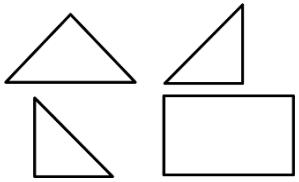
			because they have three sides and three corners. Next, get the same rectangular cutout and break it apart first into a square and then into two triangles. Beforehand, mark the back of the rectangle where you will break it apart, into a square first, and then the remaining part into two triangles. Post these parts on the board.  Ask the learners the following questions. a. What shapes do you see after breaking apart	*d.* Why do you say that there is a rectangle? *There is a shape that has four sides and four square corners.* *e.* Why do you say there are three triangles? *There are three shapes and each has three sides and three corners.* f. Do you see a square? Note: If there is a square, let them justify that it is a square. If none, point to a rectangle, let them justify that it is not a square. Reiterate that what they did is to decompose a shape. By decomposing, they break apart a shape into two or more parts.

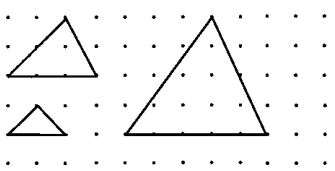
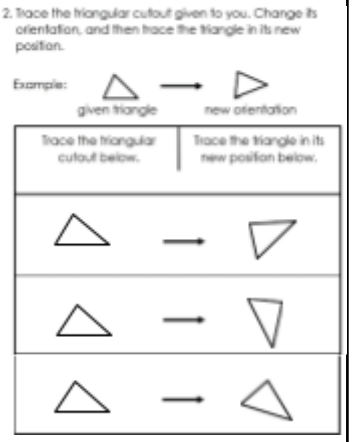
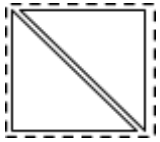
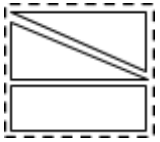
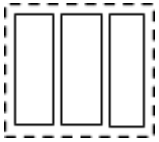
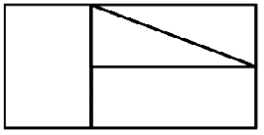
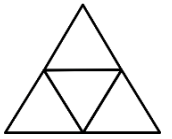
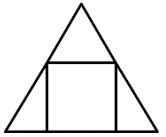
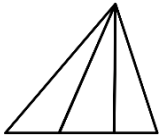
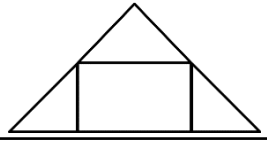
			the rectangle into three parts? *We see a square and triangles.* b. How many squares are there? *There is one square.* c. Why do you say that it is a square? *It has four sides of the same length and four square corners.* Have the learners verify that the four sides have the same length and the corners are square corners. d. How many triangles are there? *There are two triangles.* *e.* Why do you say that there are two triangles? *Each has three sides and three corners.* Tell the class that there are many ways to break apart the rectangle into two or more smaller parts.	

			Say that, “The process of breaking apart a shape into two or more smaller parts is called **decomposing a shape**.” Write this on the board. Get the square and two triangles from the last example. Call a learner to put them together to form a rectangle. *Expected answer:* 	

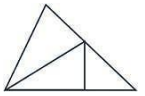
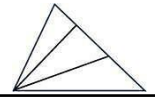
			 Say that if we put together the square and the two triangles, a rectangle is formed. Tell the learners that “The process of putting together shapes to form a new shape is called **composing a shape**.” Write this on the board. Say that when a given shape has been decomposed into a number of smaller parts, the same parts may be put together to compose the given shape.	
Deepening Understanding of the Key Idea/Stem	Provide learners with **LAS 1.** Be sure that they understand the instructions before letting them do the worksheet.	Get one of the triangles on the board. Rotate the triangle in different positions. For every change in position, ask the learners if the shape	Divide the class into small groups. Give each group three square cutouts, a set of four shapes as shown, masking tape, and a sheet of Manila paper. Tell them to call you when a pair of	Divide the class into four groups. Give each group a set of shapes which are parts of a bigger triangle. Have them compose a triangle using all those parts. Let them place their

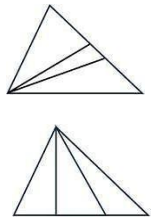
Triangle's Orientations
(Original Position)

	Expected answers:  After the learners are done, discuss the answers to the worksheet. Ask the learners why they identified those shapes as triangles. Have them explain why the other shapes are not triangles. Tell the learners to identify a square and a rectangle in the worksheet. Show the learners cutouts of these two shapes and a triangle. Post these cutouts on the board. Tell them to study the three shapes and identify their similarities.	is still called a triangle and let them explain why.  Ask the learners to do **LAS 2**. Be sure that they understand the instructions before letting them do the worksheet. *Some possible answers:*	scissors is needed to cut the shapes. For the three square cutouts, tell the class that they will decompose each square into two or three familiar shapes (rectangle, square, triangle) in different ways. For the set of four shapes, they have to compose a rectangle.   *Possible answers:* *<u>Decomposing a Square</u>* 	answers on a Manila paper using a masking tape. Have the learners recall the definition of composing a shape. Group 1  Group 2  Group 3  Group 4  Give each group enough time to complete the task.

	Expected answers: *All three shapes have sides and corners.* Next, ask them the difference between the triangle and the two other shapes. *Expected answers:* *A triangle has three sides and three corners while both rectangle and square have four sides and four square corners.*	1.   When the learners are done answering, have some learners explain their work. Tell the learners to describe the size and orientation of the triangle they have drawn. Ask the learners why they are still called triangles even if they have different sizes and orientations. It is expected for them to	   *<u>Composing a rectangle</u>*  Have a class discussion afterwards. Let each group present and explain their work.	Move around the room to check if the groups are doing the task properly. Once done, let the groups post their work on the board. Have each group explain their work. *Expected answers:* *Group 1*  *Group 2*  *Group 3*  *Group 4* 

		say that those are still called triangles because each has three sides and three corners.		Ask the following questions: *a.* What shape is formed after putting the parts together? *A triangle is formed.* *b.* Why do you say that the shape formed is a triangle? *The shape is a triangle because it has three sides and three corners.* *c.* What shapes are used to form the triangle? *The shapes used are squares, rectangles, and triangles.* Reiterate that what they did is to compose a shape. By composing, they put together the parts and form the shape.
After/Post-Lesson Proper				
Making Generalizations and Abstractions	To summarize the lesson, ask the learners the following:	To summarize the lesson, ask the learners the following:	To summarize the lesson, ask the learners the following:	To summarize the lesson, ask the learners the following:

	How many sides does a triangle have? *It has three sides.* How many corners does a triangle have? *It has three corners.* *How do we describe a triangle? A triangle is a shape with three sides and three corners.* How do we compare a triangle to a square and a rectangle? *All three shapes have corners and sides. However, both the square and rectangle have four sides and four square corners while a triangle has three sides and three corners.*	Can a triangle be big or small? *Yes, as long as it has three sides and three corners.* If we change its orientation, is it still called a triangle? Why? *Yes, because it still has three sides and three corners.*	What do we do when we decompose a rectangle or a square? *We break apart the rectangle or square into two or more parts.* Can we decompose a rectangle or square into rectangles, squares, and triangles? *Yes, we can.* What do we do when we compose a rectangle or a square? *We put together their parts to form them.* Can we put together rectangles, squares, and triangles to form a rectangle or a square? *Yes, we can put them together as long as they are parts of the given rectangle or square.*	What do we do when we decompose a triangle? *We break the triangle into smaller parts.* Can we decompose a triangle into rectangles, squares, and triangles? *Yes, we can.* What do we do when we compose a triangle? *We put together its parts.* Can we put together rectangles, squares, and triangles to form a triangle? *Yes, we can as long as they are parts of the given triangle.*
Evaluating Learning	Let the learners do **Assessment 1.** *Expected answers:* *1. B* *2. D* *3. A* *4. D* *5. B*	Let the learners do **Assessment 2**. *Expected answers:* *1. B* *2. A* *3. B*	Let the learners do **Assessment 3**. *Expected answers:* *1. C* *2. D* *3. A and D*	Let the learners do **Assessment 4**. *Some possible answers for number 1:*  

				 *2. A*
Additional Activities for Application or Remediation (if applicable)	As an assignment, have the learners look for an object at home that shows a triangle. Have them trace the triangle on a piece of bond paper. Tell them to be ready to present it in class tomorrow.			
Remarks				
Reflection				

Prepared by:

_____
Subject Teacher

Reviewed by:

_____
Master Teacher/Head Teacher

Approved by:

_____
School Head