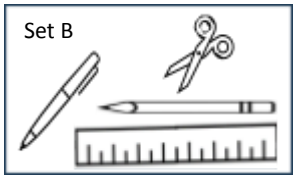
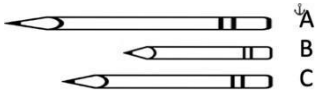
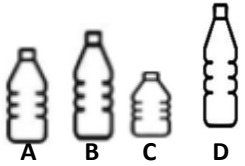
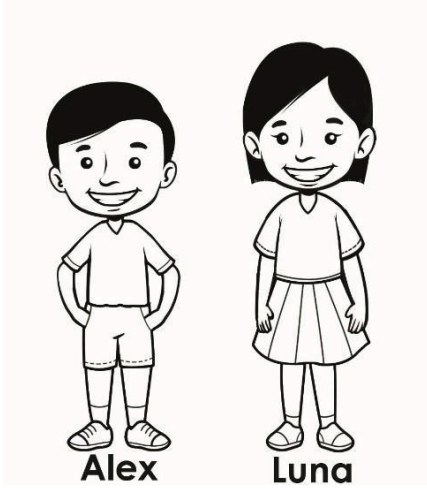
MATATAG K to 10 Curriculum Weekly Lesson Log	School:	DepEdClub.com	Grade Level:	1
	Name of Teacher		Learning Area:	Mathematics
	Teaching Dates and Time:	SEPT. 30 – OCT. 4, 2024 (WEEK 1)	Quarter:	Second

	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 compare lengths and distances between two objects directly using comparative words such as longer, shorter, same length, taller, nearer, farther, wider, narrower, thicker, and thinner.	At the end of the lesson, the learners should be able to compare lengths and distances of three or more objects directly using comparative words such as longer, longest, shorter, shortest, taller, tallest, nearer, nearest, farther, farthest, wider, widest, narrow, and narrowest, thick, thickest.	At the end of the lesson, the learners should be able to compare lengths of two objects indirectly using comparative words such as shorter, longer, and same length.	At the end of the lesson, the learners should be able to compare lengths and distances of three or more objects indirectly using comparative words such as longest, shortest, and widest.
II. TEACHING AND LEARNING PROCEDURES				
Before the Lesson/Pre-lesson Proper				

Activating Prior Knowledge	Show a set of short objects and another set of long objects. Example: Set of short objects (Set A): key, nail, paper clip, pushpin	Have the learners recall the definition of length. ***Length*** *is the measure or size of an object from one end to the other or the distance from end to end.*	Show the following illustrations one at a time. Ask the learners to get their show-me boards. For each item, have them write the letter of their answer on the show-me board and hold it up for checking.	Recall the meaning of direct comparison and indirect comparison. Ask the following: When do we use direct comparison of lengths and distances of objects? *We use direct comparison of lengths*

	 Set of long objects (Set B): ruler, pencil, scissors, ballpen  Ask the learners to compare Set A and Set B. *Set A contains short objects while Set B contains long objects.* When we say **short** and **long**, which attribute of the object are we referring to? *We are referring to the length of the object.* Confirm that the attribute we are referring to is length. Ask learners' ideas about length. Then, define what length is. Post or write this on the board. ***Length** is the measure or size of an object from one end to the other or the distance from end to end.*	Have the learners bring out five objects of various lengths from their school bags and place them on their desk/armchair. Tell them that you will show an object. They have to choose from the five objects on their desk that satisfy the condition you will say – longer, shorter, or same length. Example: 1) Longer than a popsicle stick 2) Shorter than the length of a book/notebook 3) Same length as a chalk Call on some learners to compare directly the length of their object against the object you have shown. Take this opportunity to have them recall how to correctly compare the lengths of objects directly.	*Examples:* 1) Longer  2) Longest  3) Tallest  Emphasize when "**longe**r" and "**longest**" are used. In addition, emphasize that they can compare the lengths of the objects **directly**. *Expected answers:* *1. B* *2. A* *3. D*	*and distances if we can physically align the objects.* Give three examples where direct comparison is used. *We can use direct comparison in comparing the length of pencils, the height of people, and the thickness of books.* When do we use indirect comparison of lengths and distances? *We use indirect comparison of lengths and distances if we cannot physically align the objects.* Give three examples where indirect comparison is used. *We can use indirect comparison in comparing the length of a table and its height, height of a cabinet and length of a desk, and width of the door and width of a window.*

Lesson Purpose/ Intention	To compare the lengths and distances of two objects directly using comparative words	To compare the lengths of three or more objects directly using comparative words	To compare the lengths of two objects indirectly using comparative words	To compare the lengths and distances of three or more objects indirectly using comparative words
Lesson Languag e Practice	length, width, short, shorter, long, longer, same length, taller, nearer, farther, wider, narrower, thicker, thinner, direct comparison	length, longer, longest, shorter, shortest, taller, tallest, nearer, nearest, farther, farthest, same length, direct comparison	length, width, height, shorter, longer, distance around, indirect comparison	length, width, distance around, longer, longest, shorter, shortest, wider, indirect comparison
During the Lesson/Lesson Proper				
Reading the Key Idea/Stem				

Developing Understanding of Key Idea/ Stem	Present Situation 1. <u>Situation 1: Ballpen and Scissors</u> Consider the ballpen and scissors in Set B. Ask a learner to come to the front and hold the ballpen and scissors, which should **not** be aligned at one end as shown. Remind the learners to be careful when holding sharp objects.  Conduct a survey among the learners to know which object they think is longer. Make a tally of their answers. *Ballpen* *Scissors* *Same* *length*	Call on two learners with different heights to come to the front and stand beside each other. Then, ask the other learners to tell who is taller and explain their choice.  Have the learners describe the comparison of the children's heights in two ways.	Present a situation where direct comparison cannot be used. *Example:* Jared wants to compare the length of the table and the height of the blackboard. Can he do it directly? Why? *No, because he cannot physically align the length of the table and the height of the blackboard.* Say that sometimes we cannot compare the lengths of objects directly because we cannot physically align them. How can we compare their lengths if we cannot do that? Elicit learners' ideas on how they can do it. If no one has an idea, mention that we can use a measuring object like a piece of string as basis for comparison. Demonstrate how to do it.	Present Situation 1. Look around you. Which of the three measurements is the longest? A. width of the door B. width of a window C. height of a cabinet First, have the learners make a guess and explain their choice. Say that since we cannot physically align the measurements of the three objects, we need to use a different object to compare the three lengths, say a piece of string. Have the learners take each measurement. For each measurement, call three learners to do it. Provide them with a piece of string and scissors.

Ask the learners how they can verify which object is longer. *We can place the objects side by side, align one of their ends, and then compare the other ends to see which one is longer.*

If the learners have difficulty giving their ideas, help them by asking guide questions. Have the learner called in front to place the ballpen and the scissors side by side and align one of their ends. Shown below is one way of comparing their lengths. Alternately, alignment may also be done using the other ends of the objects.

Post this on the board.

The _____ is longer than the _____.

The _____ is shorter than the _____

.

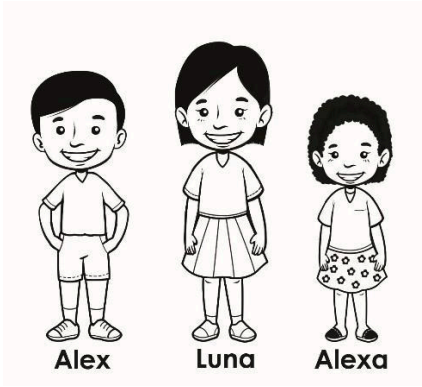
Which one is longer? *The scissors is **longer** than the ballpen.*
Which one is shorter? *The ballpen*

Expected answer:

Luna is taller than Alex.

Alex is shorter than Luna.

Call another learner to join and stand beside the two learners at the front. Then, ask the other learners to tell who is the tallest and explain their choice.



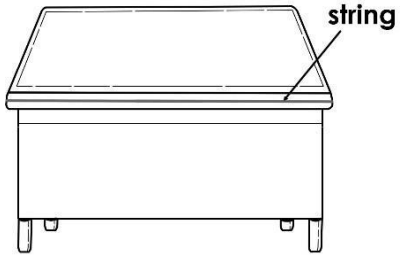
Expected answer: Luna is the tallest.

Say that we use **taller** or **shorter** when we compare the heights of two learners. We use **tallest** or **shortest** when we compare the heights of three or more learners.

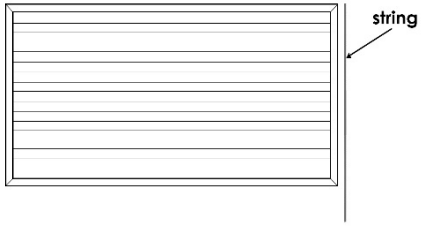
Challenge the learners to arrange their three classmates from shortest to tallest (or tallest to shortest).

Steps:

1) Using a piece of string, get the length of the table.



2) Compare the length of this string with the height of the blackboard.

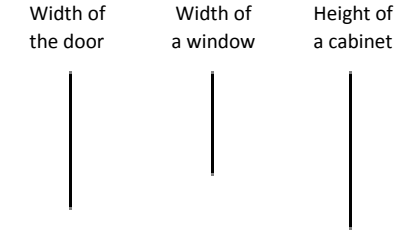


Since the length of the string (which is the same as the length of the table) is longer than the height of the blackboard, we can say that,

Once they have taken all measurements using the string, ask them how they can determine which is the longest among the width of the door, width of a window, and height of a cabinet based on the three cut strings. *To identify the longest, we must directly compare the three strings by aligning one end of each string. After determining the longest string, identify what that string represents in terms of the measurements.*

Post the three strings on the board, ensuring that they are straightened and aligned at one end.

Example:



Ask the following questions:

1) Which one is the longest?
It is the height of the cabinet.
How do you know? *The longest string represents the height of the cabinet.*

	*is **shorter** than the scissors*.			

Fill in the blanks.

The scissors is longer than the ballpen.
The ballpen is shorter than the scissors.

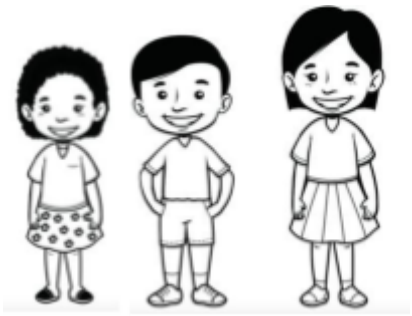
Let the learners read the two sentences. Be sure they understand the relationship between the lengths of the ballpen and scissors - that the first sentence indicates the scissors is longer (or the ballpen is shorter), while the second sentence indicates the ballpen is shorter (or the scissors is longer).

Say that this process of physically aligning two objects to find out which one is longer is called **direct comparison.**

Next, present the following situations one at a time. Ask the learners how they can compare the lengths of the two objects. Let them guess first which object they think is longer. Discuss their guesses and the correct answers.

Emphasize that in **comparing** the lengths of two objects **directly**, they should be physically aligned, i.e. one of their ends must be aligned to ensure a correct comparison.

Shortest to Tallest



Alexa Alex Luna

Ask the following questions:

1) Who is taller, Alex or Alexa? *Alex is taller than Alexa.*
2) Who is shorter, Alexa or Luna? *Alexa is shorter than Luna.*
3) Who is the second tallest? *Alex is the second tallest.*
4) Who is the shortest? *Alexa is the shortest.*

Next, call four learners to come to the front: Learner 1 (L1), Learner 2 (L2), Learner 3 (L3), and Learner 4 (L4). Let them stand from the same starting line and face an aisle. Please see sample diagram (adjust when necessary). If there is not enough space inside the room, you can do the activity in the corridor.

*"The length of the table is **longer** than the height of the blackboard."*

Can we use the word "shorter" in comparing the lengths? *Yes, we can.*
*"The height of the blackboard is **shorter** than the length of the table."*

Say that the process of comparing objects that cannot be physically aligned is called **indirect comparison**. An intermediary tool or another object, such as a piece of string, is used for comparing the lengths.

Present another situation. Compare the width of a table and the height of a chair.

You may illustrate it yourself or engage the learners in comparing the lengths.

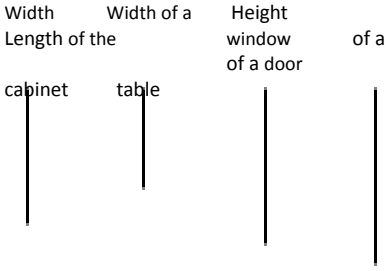
Steps:

1. Using a piece of string, get the width of the table.

2) Which one is the shortest? *The shortest is the width of the window.*
How do you know? *The shortest string represents the width of the window.*

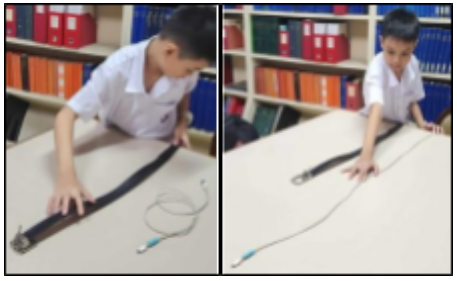
3) Which is wider, the door or the window? *The door is wider than the window.*
How do you know? *The length of the string representing the width of the door is longer than the length of the string representing the width of the window.*

Next, ask 2-3 learners to measure the length of a table using a piece of string. Place the cut string with the three previously measured strings on the board.



Situation 2: Belt and Charger

Comparing directly

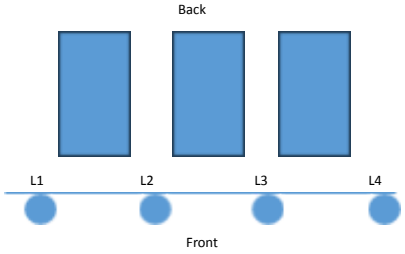


The _____ is longer than the _____.

The _____ is shorter than the _____

.

What did we do to know which object is longer? *We straightened or stretched the two objects. Then, we aligned one end of each object and then compared their other ends to see which one is*

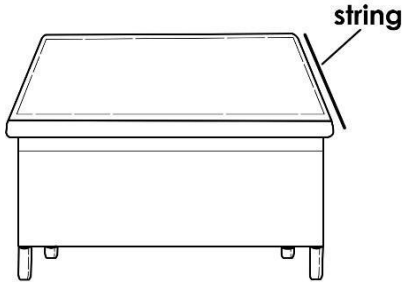


Give each of the four learners a crumpled sheet of paper, ensuring that the papers were identical before crumpling. Ask the other learners to guess who can throw the paper the farthest. Then, have all four learners throw their papers at the same time. Afterward, discuss the results with the class.

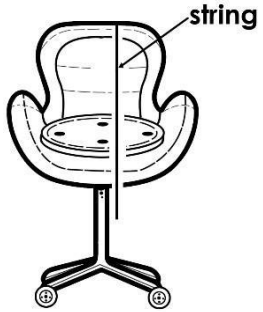
Ask the following questions:

1) Whose paper is farthest from the starting line?
2) Whose paper is nearest the starting line?
3) Whose paper is farther from the starting line, L1 or L3?*
4) Whose paper is nearer the starting line, L2 or L4?*

**L1, L2, L3 and L4 should be replaced by the actual names of the learners.*



2) Compare the length of this string with the height of the chair.



Since the length of the string (which is the same as the width of the table) is shorter than the height of the chair, we can say that,
*"The width of the table is **shorter** than the height of the chair."*

Can we use the word "longer" in comparing the lengths? *Yes, we can.*

Ask the following questions:

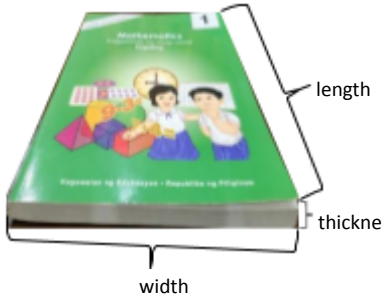
1) Which one is the longest? How do you know? *It is the length of the table. The longest string represents the length of the table.*
2) Which one is the shortest? How do you know? *It is the width of the window. The shortest string represents the width of the window.*

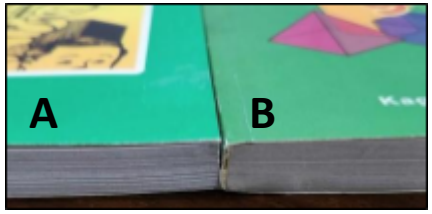
You may ask other questions.

	longer.			

	Fill in the blanks. The charger is longer than the belt. The belt is shorter than the charger. Let the learners read the two sentences. Be sure they understand the meaning of each sentence. Situation 3: Height Call on two learners to come to the front. Ask the other learners to tell who is taller between the two. Have them explain their answers.  Elf and Kyrie _____ is taller than _____. _____ is shorter than _____.		*"The height of the chair is **longer** than the width of the table."*	

	Say that the attribute being measured is **height.** We measure the distance from end to end (top to bottom or bottom to top), which is also length. To compare their heights directly, we physically align the two learners. We say that **Elf is taller than Kyrie.** or **Kyrie is shorter than Elf**. Emphasize that the children's feet must be on the same level ground when comparing their heights. Fill in the blanks. Elf is taller than Kyrie. Kyrie is shorter than Elf. Pose the following situation. 			

	Kyrie says she is taller than Elf. Ask the learners if they agree with Kyrie and have them justify their answers. *Kyrie is actually shorter than Elf because her feet are not on the same level ground – she is standing on a bench.* <u>Situation 4a: Thickness of Books</u> Show a book. Point to each dimension of the book: thickness, length, and width. Describe each dimension.  Simple description of each dimension: ***Thickness*** *– the measurement from the front to the back of the book.* ***Length*** *– the measurement from the top to the bottom of the book when it is lying flat.* ***Width*** *– the measurement from one side to the other side of the book when it is lying flat.*			

	Show another book. Label the books as A and B. Let the learners guess first which book is **thicker.** Have them compare directly the thickness of the books.  Comparing directly  The two books have the **same thickness.** Say that the attribute being measured is **thickness.** We measure the distance from end to end (top to bottom or bottom to top), which is also length. To compare their thickness directly, we physically align the two books. In case Book A is **thicker** than Book B, let the learners also say that Book B is **thinner** than Book A.			

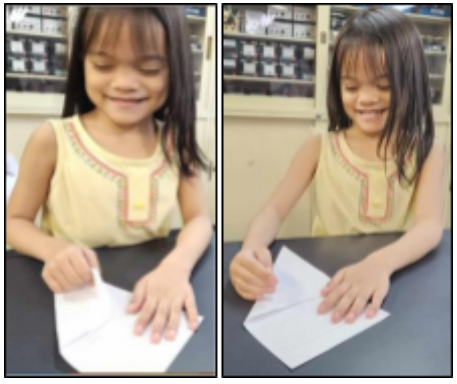
	<u>Situation 4b: Length of Books</u> Ask the learners which book is **longer.** Let the learners guess first which book is longer. Have them compare the lengths of the books directly. In case Book A is **longer** than Book B, let the learners also say that Book B is **shorter** than Book A. <u>Situation 4c: Width of Books</u> Ask the learners which book is **wider.** Let the learners guess first which book is wider. Let them compare the widths of the books directly. In case Book A is **wider** than Book B, let the learners also say that Book B is **narrower** than Book A**.**			

Deepening Understanding of Key Idea/Stem	As in the previous situations, let the learners guess first which object is longer before comparing the lengths of the objects directly. Discuss answers for each situation. Write on the board the relationship of the lengths of the two objects.	Prepare the materials for Task A and Task B. Please see illustrations below. You may use other materials. Divide the class into four groups. Assign two groups to do Task A and the other two groups to do Task B. Distribute the appropriate materials to each group. Give the groups enough time to do the activity. Afterward,	Divide the class into four groups. Provide each group a piece of string (about five meters long), scissors and a piece of paper with the measurements they need to compare. Have them label what the piece of cut string represents. Remind them to be careful in using the scissors to cut the string. The comparisons to be made as stated below are just examples.	Divide the class into four groups. Provide each group with a piece of string and scissors. Tell them that they will receive a task card with instructions on what to measure. You may adjust the tasks to better suit your learners.

<u>Situation 5: Length and width of a paper</u>

Define first length and width of the paper.How can we directly compare the length and the width of the paper?

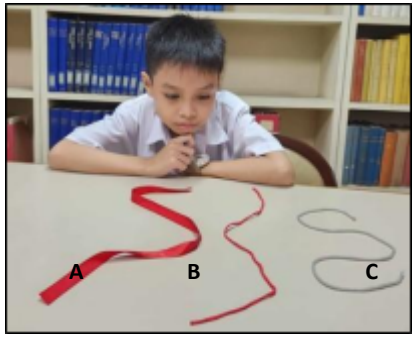
Comparing directly



In case the length of the paper is **longer** than its width, let the learners also say that the width of the paper is **shorter** its length**.**

discuss the groups' outputs with the class. In addition to the questions provided in the activity, you may ask other questions to deepen their understanding. For example, if the question asks about the longest object, you could also ask about the shortest object or objects having the same length.

<u>Task A</u>:
Preparation: Three strings of different lengths; label them as A,B, and C. Attach the label to each string.



Write the following on Manila paper.

Fill in the blanks. Write A, B or C.

1) _____ is the longest.
2) _____ is the shortest.
3) _____ is shorter than _____.
4) _____ is longer than _____.

Make the necessary adjustments according to what is inside the classroom.

Example:
Compare the lengths of the following:

Group 1: width of the door and height of a cabinet

Group 2: height of a table and length of a desk

Group 3: width of a window and height of the blackboard

Group 4: distance around the teacher's table and distance around a cabinet

Have a class discussion afterward.

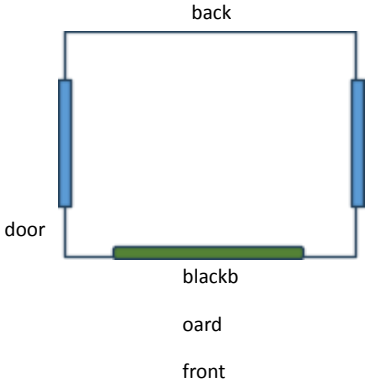
Each group will take turns demonstrating how they compared the lengths assigned to them. Provide feedback after each group's presentation.

Example:

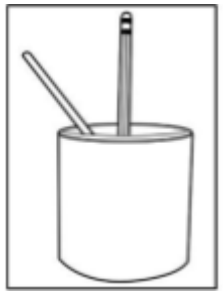
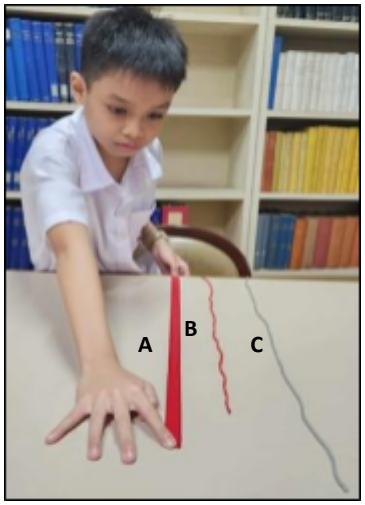
Group 1: Length of a table

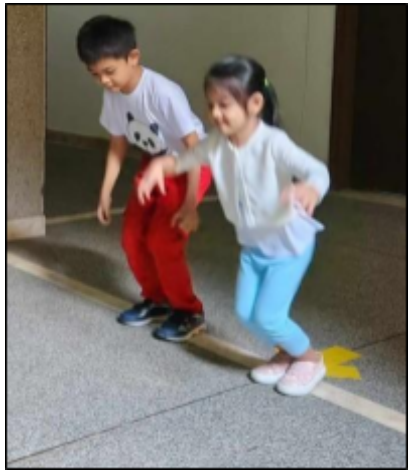
Group 2: Length of the blackboard

Group 3: Width of the window near the door



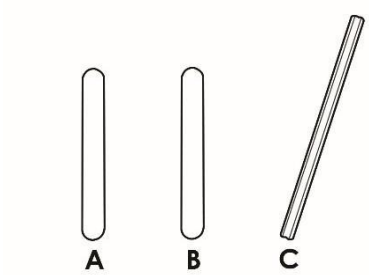
window

	<u>Situation 6: Pencil and Straw</u>  Comparing directly The straw and pencil have the **same length**. However, many learners might think the pencil is longer than the straw based on what they see. This is a good opportunity to emphasize how to correctly perform direct comparison. <u>Situation 7: Distance</u> Have two learners stand at the same starting line. Have the other learners guess who can jump farther from the starting line. Let the two learners jump at the same time. Have the other learners tell who jumped farther. Ask them why they say so.	Comparing directly  *Expected answers:* *1) C is the longest.* *2) B is the shortest.* *3) B is shorter than C or A is shorter than C.* *4) A is longer than B or C is longer than B.* **<u>Task 2:</u>** *Preparation:* Two popsicle sticks of equal lengths and a drinking straw and label them as A, B, and C. Attach the label to each object.		Group 4: Distance around a column/pole  Give them enough time to do the tasks. Assist each group in posting the string on the board correctly and to label the string. Have a class discussion. Ask questions and have them explain their answers to each question. 1) Which length is the longest? Why? 2) Which length is the second longest? Why? 3) Which one is the shortest? Why? 4) How will you arrange the lengths from shortest to longest? (or longest to shortest)



Comparing directly

Kyrie is **farther** from the starting line than Elf. Elf is **nearer** the starting line than Kyrie.



Write the following on Manila paper.

Fill in the blanks. Write A, B or C.

1) _____ is the longest.
2) _____ is the shortest.
3) _____ is shorter than _____.
4) _____ is longer than _____.
5) _____ and _____ have the same length.

Expected answers:

1) *C is the longest.*
2) *A and B are the shortest.*
3) *A is shorter than C or B is shorter than C.*
4) *C is longer than A or C is longer than B.*
5) *A and B have the same length.*

	Say that the attribute being measured is **distance.** Distance is the amount of space between two objects/points or how far apart the objects/points are. The amount of space here is from the starting line to the feet of the learners.			
After the Lesson/Post-lesson Proper				

Making Generalizations	What is length? *Length is the measure or the size of an object from one end to another or the distance from one point to the other.* What attributes of objects did we compare? *We compared the length, height, width, thickness, and distance of objects.* What do we call the process of comparing objects by physically aligning them? *It is called **direct comparison**.* How do we compare the lengths of two objects directly? *We physically align the two objects to find out which one is longer or shorter, i.e. aligning one of their ends and then comparing the other ends,* If we say that object A is longer than object B, how else can we say this relationship? *If object A is longer than object B, we can also say that object B is shorter than object A.*	What attributes of objects did we compare? *We compared the length, height, and distance of objects.* What do we call the process of comparing objects that can be physically aligned? *It is called **direct comparison**.* How do we compare lengths of objects directly? *We physically align the objects to find out which one is longer, longest, shorter, shortest, taller, tallest, nearer, nearest, farther, or farthest.*	What do we call the process of comparing objects that cannot be physically aligned? *It is called **indirect comparison**.* What do we use to compare lengths and distances indirectly? *An intermediary tool or another object, such as a piece of string, is used for comparing the lengths.*	What do we call the process of comparing objects that cannot be physically aligned? *It is called **indirect comparison**.* How do we compare the lengths of objects indirectly? *We use an intermediary or another tool/object, such as a piece of string, to compare lengths.*

Evaluating Learning	Let the learners answer **Assessment 1.** *Expected answers:* *I. 1. longer than* *2. shorter than* *II. 1. a. A* *b. A* *c. B* *2 a. A* *b. B*	Let the learners answer **Assessment 2.** *Expected answers:* 1. *C* 2. *A* 3. *B* 4. *D* 5. *C*	Let the learners answer **Assessment 3.** *Expected answers:* *1. B* *2. A*	Let the learners answer **Assessment 4.** *Expected answers:* *1. E* *2. A* *3. D* *4. B* *5. B, C, or D* *6. A or E*
Additional Activities for Application or Remediation (if applicable)				
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				