

 <p><b>MATATAG</b> K to 10 Curriculum Weekly Lesson Log</p>	<b>School:</b>		<b>Grade Level:</b>	<b>3</b>
	<b>Name of Teacher</b>		<b>Learning Area:</b>	<b>Mathematics</b>
	<b>Teaching Dates and Time:</b>	<b>JULY 14 - 18, 2025 (WEEK 5)</b>	<b>Quarter:</b>	<b>First</b>

	DAY 1	DAY 2	DAY 3	DAY 4																																				
<b>I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES</b>																																								
A. Content: Number and Algebra																																								
B. Content Standards	The learner should have knowledge and understanding of whole numbers up to 10 000.																																							
C. Performance Standards	By the end of the quarter, the learner is able to represent, round, compare, and order numbers up to 10 000.																																							
D. Learning Competencies	The learners <ul style="list-style-type: none"> <li>represent numbers up to 10 000 using pictorial models and numerals.</li> <li>read and write numbers up to 10 000 in numerals and in words.</li> </ul>																																							
E. Learning Objectives	At the end of the lesson, the learner should be able to recognize and represent 3 001 up to 5 000 using pictorial models and numerals.	At the end of the lesson, the learner should be able to read and write numbers 3 001 up to 5 000 in numerals and in words.	At the end of the lesson, the learner should be able to recognize and represent 5 001 up to 10 000 using pictorial models and numerals.	At the end of the lesson, the learner should be able to read and write numbers 5 001 up to 10 000 in numerals and in words.																																				
<b>II. TEACHING AND LEARNING PROCEDURES</b>																																								
<i>Before the Lesson/Pre-lesson Proper</i>																																								
Activating Prior Knowledge	Ask the learners to read the number flashed before them. <table border="1" data-bbox="385 1109 788 1257"> <tr><td>1 005</td><td>1 099</td><td>2 407</td><td>2 763</td></tr> <tr><td>1 282</td><td>2 078</td><td>1 000</td><td>2 000</td></tr> <tr><td>1 900</td><td>1 340</td><td>1 501</td><td>1 679</td></tr> </table>	1 005	1 099	2 407	2 763	1 282	2 078	1 000	2 000	1 900	1 340	1 501	1 679	Ask the learners to read the number flashed before them. <table border="1" data-bbox="817 1109 1220 1257"> <tr><td>3 005</td><td>3 099</td><td>4 401</td><td>4 763</td></tr> <tr><td>3 280</td><td>4 028</td><td>5 000</td><td>4 340</td></tr> <tr><td>3 900</td><td>3 264</td><td>3 501</td><td>4 010</td></tr> </table>	3 005	3 099	4 401	4 763	3 280	4 028	5 000	4 340	3 900	3 264	3 501	4 010	Ask the learners to count from – <ol style="list-style-type: none"> <li>3 001 to 3 015</li> <li>3 091 to 4 000</li> <li>4 035 to 4 050</li> </ol>	Using flashcards, ask the learners to read the number flashed before them. <table border="1" data-bbox="1706 1141 2110 1289"> <tr><td>5 005</td><td>5 099</td><td>7 407</td><td>7 763</td></tr> <tr><td>6 282</td><td>6 078</td><td>9 000</td><td>8 000</td></tr> <tr><td>8 900</td><td>9 340</td><td>9 501</td><td>8 679</td></tr> </table>	5 005	5 099	7 407	7 763	6 282	6 078	9 000	8 000	8 900	9 340	9 501	8 679
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Lesson Purpose/ Intention	To recognize and represent numbers from 3 001 to 5 000 using pictorial models and numerals	To read and write numbers 3 001 up to 5 000 in numerals and in words	To recognize and represent numbers from 5 001 to 10 000 using pictorial models and numerals	To read and write numbers 5 001 up to 10 000 in numerals and in words																																				

Lesson Language Practice	three thousand one to five thousand, ones digit, tens digit, hundreds digit	three thousand one to five thousand	five thousand one to ten thousand, ones digit, tens digit, hundreds digit	five thousand one to ten thousand
<i>During the Lesson/Lesson Proper</i>				

Reading the Key Idea/Stem				
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Developing Understanding of Key Idea/ Stem

Post the following chart on the board. Make sure that you have prepared a bigger version of this prior to this lesson.

2 010	2 020	2 030	2 040	2 050	2 060	2 070	2 080	2 090	2 100
2 110	2 120	2 130	2 140	2 150	2 160	2 170	2 180	2 190	2 200
2 210	2 220	2 230	2 240	2 250	2 260	2 270	2 280	2 290	2 300
2 310	2 320	2 330	2 340	2 350	2 360	2 370	2 380	2 390	2 400
2 410	2 420	2 430	2 440	2 450	2 460	2 470	2 480	2 490	2 500
2 510	2 520	2 530	2 540	2 550	2 560	2 570	2 580	2 590	2 600
2 610	2 620	2 630	2 640	2 650	2 660	2 670	2 680	2 690	2 700
2 710	2 720	2 730	2 740	2 750	2 760	2 770	2 780	2 790	2 800
2 810	2 820	2 830	2 840	2 850	2 860	2 870	2 880	2 890	2 900
2 910	2 920	2 930	2 940	2 950	2 960	2 970	2 980	2 990	3 000

Give enough time for learners to study the chart. Then, ask questions about the chart.

How many digits are there in all the numbers? *All the numbers have four digits.*

Except for the last number in the 10<sup>th</sup> row, what can you say about the leftmost digit of the numbers? *The leftmost digit is always 2.*

How do we read the digit 2 in each number? *We read it as two thousand.*  
What if the digit is 3? *We read it as three thousand.*

Observe the numbers in each row. How are the numbers

Show the table below. Have it prepared beforehand.

Numbers	
In numeral	In words
3 762	
3 028	
4 005	
4 090	
5 000	

Tell the learners to read aloud all the numbers in the table.

Say: In our previous lessons, we wrote numbers from 1 000 up to 3 000 in words. Let us apply what you learned in writing numbers in words.

Direct learners' attention to 3 763. You may underline the digit to give emphasis as you discuss. Ask the following questions:

In writing the number in words, from what digit do we start? *We start from the leftmost digit moving to the right when writing the number in words.*

What is the leftmost digit of the number 3 762? What does this digit mean? *It is 3. It means there are three one thousand or three thousand.*

Write the words "three thousand" in the same row, under the 2<sup>nd</sup> column.

Present the 4 010 to 5 000 chart used during Day 1.

4 010	4 020	4 030	4 040	4 050	4 060	4 070	4 080	4 090	4 100
4 110	4 120	4 130	4 140	4 150	4 160	4 170	4 180	4 190	4 200
4 210	4 220	4 230	4 240	4 250	4 260	4 270	4 280	4 290	4 300
4 310	4 320	4 330	4 340	4 350	4 360	4 370	4 380	4 390	4 400
4 410	4 420	4 430	4 440	4 450	4 460	4 470	4 480	4 490	4 500
4 510	4 520	4 530	4 540	4 550	4 560	4 570	4 580	4 590	4 600
4 610	4 620	4 630	4 640	4 650	4 660	4 670	4 680	4 690	4 700
4 710	4 720	4 730	4 740	4 750	4 760	4 770	4 780	4 790	4 800
4 810	4 820	4 830	4 840	4 850	4 860	4 870	4 880	4 890	4 900
4 910	4 920	4 930	4 940	4 950	4 960	4 970	4 980	4 990	5 000

Ask the learners to recall what they did to determine the numbers in the chart and count numbers beyond 4 000. *We determined the numbers 4 010 to 5 000 by counting by 10s from 4 010 to 5 000. Then, we considered the numbers between any two numbers in the chart.*

*Have the learners name the numbers between two numbers in the chart.*  
*e.g. numbers between*  
*4 740 and 4 750*  
*4 870 and 4 880*  
*4 990 and 5 000*

Tell the learners that they have counted from 1 to 5 000 so far. This time, they will do an activity that will help them count beyond

Present a table as shown below. Have this prepared beforehand.

Numbers	
In numeral	In words
5 239	
6 097	
7 410	
8 004	
9 900	

Ask the learners to read the numbers aloud. Tell them that they are going to write the numbers in words like what they did on Day 2. Recall that in writing the number in words, they have to start from the leftmost digit moving to the right.

Direct learners' attention to 5 239. Ask the learners to read again the number.

What is the leftmost digit of the number 5 239? What does the leftmost digit 5 mean? *It is 5. It means there are five one thousand or five thousand.*

Write the words "five thousand" in the same row, under the second column.

What is the digit after 5? *It is 2.*



increasing? *They are increasing by 10.*

Observe the numbers in each column. How are the numbers increasing? *They are increasing by 100.*

As we have observed, the numbers in each row are increasing by 10. That means, between the two adjacent numbers, say 2 010 and 2 020, there are numbers that are not present or seen in the chart. What are those numbers? *The numbers are 2 011, 2 012, 2 013, 2 014, 2 015, 2 016, 2 017, 2 018, and 2 019.*

Write the numbers on the board. Have the learners read them.

How about the numbers between 2 130 and 2 140? *The numbers are 2 131, 2 132, 2 133, 2 134, 2 135, 2 136, 2 137, 2 138, and 2 139.*

Write the numbers on the board. Have the learners read them.

Tell the learners that they will continue counting numbers from 3 000. With their seatmate, they will complete

What is the digit after 3? *It is 7.* What does it mean? *It means there are seven one hundred or seven hundred.*

Write the words “seven hundred” after “three thousand.”

What is the digit after 7? *It is 6.* What does it mean? *It means there are six tens or sixty.* Write the word “sixty” after “seven hundred.”

What is the digit after 6? *It is 2.* What does it mean? *It means there are two ones or two.* Write the word “two” after “sixty.”

So, 3 762 is written in words as “three thousand seven hundred sixty-two.” We place a hyphen between sixty and two.

Have the learners read the number 3 762 while pointing at the words in the table.

The table will look like this.

Numbers	
In numeral	In words
3 762	three thousand seven hundred sixty-two
3 028	
4 005	
4 090	
5 000	

Let us continue with the next number, 3 028. Unlike 3 762, the next number 3 028 has a zero between two digits. What

5 000. They need to apply what they did before.

Divide the class into five groups. Tell the class that the members of their group will take turn in completing the chart shown in their assigned LAS. Distribute one LAS to each group, as follows:

- Group 1 – **LAS 3A**
- Group 2 – **LAS 3B**
- Group 3 – **LAS 3C**
- Group 4 – **LAS 3D**
- Group 5 – **LAS 3E**

It would be better to provide each group with large copies of the LAS so they can post them on the board during the class discussion. Alternatively, you could prepare large copies of the completed LAS to use during the class discussion.

Give the learners about 10 minutes to complete their assigned chart. Move around to check how the learners are doing the activity.

Once done, call on each group to read at least two rows of numbers from their LAS. Listen carefully and affirm learners’ correct answers and correct the wrong answers.

What does it mean? *It means there are two one hundred or two hundred.*

Write the words “two hundred” after “three thousand.”

What is the digit after 2? *It is 3.* What does it mean? *It means there are three tens or thirty.* Write the word “thirty” after “two hundred.”

What is the digit after 3? *It is 9.* What does it mean? *It means there are nine ones or nine.* Write the word “nine” after “thirty.”

So, 5 239 is written in words as “five thousand two hundred thirty-nine.” We place a hyphen between thirty and nine.

Have the learners read the number 5 239 while pointing at the words in the table.

The table will look like this.

Numbers	
In numeral	In words
5 239	five thousand two hundred thirty-nine
6 097	
7 410	
8 004	
9 900	

Let us continue with the next

the chart by counting by 10s

do you remember about writing

number, 6 097. Unlike 5 239,



		<i>twenty.</i>	<i>5 617, 5 618, 5 619, 5 620</i>	
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3 010	3 020	3 030	3 040	3 050	3 060	3 070	3 080	3 090	3 100
3 110	3 120	3 130	3 140	3 150	3 160	3 170	3 180	3 190	3 200
3 210	3 220	3 230	3 240	3 250	3 260	3 270	3 280	3 290	3 300
3 310	3 320	3 330	3 340	3 350	3 360	3 370	3 380	3 390	3 400
3 410	3 420	3 430	3 440	3 450	3 460	3 470	3 480	3 490	3 500
3 510	3 520	3 530	3 540	3 550	3 560	3 570	3 580	3 590	3 600
3 610	3 620	3 630	3 640	3 650	3 660	3 670	3 680	3 690	3 700
3 710	3 720	3 730	3 740	3 750	3 760	3 770	3 780	3 790	3 800
3 810	3 820	3 830	3 840	3 850	3 860	3 870	3 880	3 890	3 900
3 910	3 920	3 930	3 940	3 950	3 960	3 970	3 980	3 990	4 000

Ask the following questions:  
How did you determine the numbers in this chart? *We patterned them after the previous chart, which showed the numbers 2 010 to 3 000. We counted by 10s from 3 010.*

Tell the learners to read the numbers in the completed chart. Then ask the following questions, "What are the missing numbers between 3 110 and 3 120?" *They are 3 111, 3 112, 3 113, 3 114, 3 115, 3 116, 3 117, 3 118, and 3 119.*

Ask two learners to write the numbers that are missing between 3 110 and 3 120 on the board. Let one learner write from 3 111 until 3 115 and the other learner from 3 116 until 3 119. Ask the learners to read the numbers

Write the word "twenty" after "three thousand."

What is the digit after 2? *It is 8. What does the digit 8 mean? It means there are eight ones or eight.*

Write the word "eight" after "twenty."

So, 3 028 is written in words as "three thousand twenty-eight."

Have the learners read the number 3 028 while pointing at the words in the table.

Numbers	
In numeral	In words
3 762	three thousand seven hundred sixty-two
3 028	three thousand twenty-eight
4 005	
4 090	
5 000	

Let us have the next number, 4 005. What does the leftmost digit 4 mean? *It means there are four one thousand or four thousand.*

Write the words "four thousand" in the same row, under the 2<sup>nd</sup> column.

What is the digit after 4? *It is 0. What does it mean? It means there are no hundreds. What word shall we write then? Since there are no hundreds, we do not have to write anything.*

Group 2 – **6 270, 6 271, 6 272, 6 273, 6 274, 6 275, 6 276, 6 277, 6 278, 6 279, 6 280**

Group 3 – **7 050, 7 051, 7 052, 7 053, 7 054, 7 055, 7 056, 7 057, 7 058, 7 059, 7 060**

Group 4 – **8 820, 8 821, 8 822, 8 823, 8 824, 8 825, 8 826, 8 827, 8 828, 8 829, 8 830**

Group 5 – **9 940, 9 941, 9 942, 9 943, 9 944, 9 945, 9 946, 9 947, 9 948, 9 949, 9 950**

Have the learners read all the numbers written on the board.

Write the word "ninety" after "six thousand."

What is the digit after 9? *It is 7. What does the digit 7 mean? It means there are seven ones or seven.*

Write the word "seven" after "nine."

So, 6 097 is written in words as "six thousand ninety-seven."

Have the learners read the number 6 097 while pointing at the words in the table.

Numbers	
In numeral	In words
5 239	five thousand two hundred thirty-nine
6 097	six thousand ninety-seven
7 410	
8 004	
9 900	

Ask the learners to look for a partner. Each pair should write the remaining numbers in words on a piece of paper. Move around as the learners do the task. Guide those who are having difficulty writing the number in words.

Once done, ask some pairs to write their answers on the table one after the other. Have each pair explain their answer.

written on the board.

Provide the correct answer.

Do the same with the missing numbers between: 3 560 and 3 570; and 3 990 and 4 000.

Have the learners read all the numbers written on the board.

What is the digit after 0? *It is 0.*  
What does it mean? *It means there are no tens.*  
What word shall we write then? *Since there are no tens, we do not have to write anything.*

What is the digit after the second 0? *It is 5.*  
What does it mean? *It means there are five ones or five.*  
Write the word “five” after “four thousand.”

So, 4 005 is written in words as “four thousand five.”

Have the learners read the number 4 005 while pointing at the words in the table.

The table will look like this.

Numbers	
In numeral	In words
3 762	three thousand seven hundred sixty two
3 028	three thousand twenty-eight
4 005	four thousand five
4 090	
5 000	

Ask the learners to bring out their show-me boards. Tell them to write the number 4 090 in words.

Ask one learner to write the number in words on the table and explain his/her answer. The learner must be able to state that:

The table will look like this.

Numbers	
In numeral	In words
5 239	five thousand two hundred thirty-nine
6 097	six thousand ninety-seven
7 410	seven thousand four hundred ten
8 004	eight thousand four
9 900	nine thousand nine hundred

Ask the learners to read all the numbers in the table.



1. I considered first the leftmost digit, 4, which means there are four one thousand or four thousand. So, I wrote "four thousand."
2. After the digit 4 is the digit 0, which means there are no hundreds. Thus, there is no need to write anything.
3. Then, I wrote "ninety" after four thousand because the next digit 9 means ninety or nine tens.
4. After the digit 9 is the digit 0, which means there are no ones. Thus, there is no need to write anything.

*So, the number 4 090 in words is four thousand ninety.*

Provide the correct answer.  
Guide those who are having difficulty writing the number in words.

Reiterate that the 0 after the digits 4 and 9 need not be written in words. They serve as place holder.

Numbers	
In numeral	In words
3 762	three thousand seven hundred sixty two
3 028	three thousand twenty-eight
4 005	four thousand five
4 090	four thousand ninety
5 000	

Do the same with the last number, 5 000. The table will

look like this once it is completely filled out.

Numbers	
In numeral	In words
3 762	three thousand seven hundred sixty-two
3 028	three thousand twenty-eight
4 005	four thousand five
4 090	four thousand ninety
5 000	five thousand

Ask the learners to read the numbers in words.



answers. Provide the correct answers.

The completed chart will look like this.

4 010	4 020	4 030	4 040	4 050	4 060	4 070	4 080	4 090	4 100
4 110	4 120	4 130	4 140	4 150	4 160	4 170	4 180	4 190	4 200
4 210	4 220	4 230	4 240	4 250	4 260	4 270	4 280	4 290	4 300
4 310	4 320	4 330	4 340	4 350	4 360	4 370	4 380	4 390	4 400
4 410	4 420	4 430	4 440	4 450	4 460	4 470	4 480	4 490	4 500
4 510	4 520	4 530	4 540	4 550	4 560	4 570	4 580	4 590	4 600
4 610	4 620	4 630	4 640	4 650	4 660	4 670	4 680	4 690	4 700
4 710	4 720	4 730	4 740	4 750	4 760	4 770	4 780	4 790	4 800
4 810	4 820	4 830	4 840	4 850	4 860	4 870	4 880	4 890	4 900
4 910	4 920	4 930	4 940	4 950	4 960	4 970	4 980	4 990	5 000

Tell the learners to read the numbers in the completed chart. Then ask the following questions, "What are the missing numbers between 4 250 and 4 260?" *They are 4 251, 4 252, 4 253, 4 254, 4 255, 4 256, 4 257, 4 258, and 4 259.*

Ask two learners to write the numbers that are missing between 4 250 and 4 260 on the board. Let one learner write from 4 251 until 4 255 and the other learner from 4 256 until 4 259. Ask the learners to read the numbers written on the board.

Do the same with the missing numbers between: 4 790 and

Ask the learners, "Which phrase/word indicates thousands?" *It is "three thousand."*

Underline the phrase "three thousand" on the table.

Numbers	
In words	In numeral
<u>three thousand</u> six hundred fifty-two	
three thousand sixteen	
four thousand five hundred three	
four thousand seventy	
Four thousand one hundred	

Since there is "three thousand", let us write the digit 3 in the same row under the second column.

Numbers	
In words	In numeral
<u>three thousand</u> six hundred fifty-two	3
three thousand sixteen	
four thousand five hundred three	
four thousand seventy	
Four thousand one hundred	

Let us go to the next phrase/word that indicates the hundreds.

Which phrase/word is it? *It is "six hundred."*

Using a different colored chalk, underline the phrase "six hundred" on the table.

10 000. *The numbers are 9 991, 9 992, 9 993, 9 994, 9 995, 9 996, 9 997, 9 998, 9 999.*

phrase/word indicates thousands?" *It is "six thousand."* Underline the phrase "six thousand" on the table. Since there is "six thousand", let us write the digit 6 in the same row under the second column.

Let us go to the next phrase/word that indicates the hundreds.

Which phrase/word is it? *It is "two hundred."*

Using a different colored chalk, underline the phrase "two hundred" on the table.

Since there is "two hundred", let us write the digit 2 after the digit 6 on the table. Have a space between the two digits.

Let us go to the next phrase/word that indicates the tens.

Which phrase/word is it? *It is "ninety."*

Using a different colored chalk, underline the word "ninety" on the table.

Since there is "ninety or nine tens", let us write the digit 9 after the digit 2 on the table.

Let us go to the next phrase/word that indicates the ones.

Which phrase/word is it? *It is*

	4 800; and 4 970 and 4 980.			<i>“eight.”</i>
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Have the learners read all the numbers written on the board.

Numbers	
In words	In numeral
three thousand <u>six hundred</u> fifty-two	3
three thousand sixteen	
four thousand five hundred three	
four thousand seventy	
Four thousand one hundred	

Since there is “six hundred”, let us write the digit 6 after the digit 3 on the table. Have a space between the two digits.

Numbers	
In words	In numeral
three thousand <u>six hundred</u> fifty-two	3 6
three thousand sixteen	
four thousand five hundred three	
four thousand seventy	
Four thousand one hundred	

Let us go to the next phrase/word that indicates the tens.

Which phrase/word is it? *It is “fifty.”*

Using a different colored chalk, underline the word “fifty” on the table.

Numbers	
In words	In numeral
three thousand <u>six hundred</u> <u>fifty</u> -two	3 6
three thousand sixteen	
four thousand five hundred three	
four thousand seventy	
Four thousand one hundred	

Using a different colored chalk, underline the word “eight” on the table.

Since there is “eight or eight ones”, let us write the digit 8 after the digit 9 on the table.

So, “six thousand two hundred ninety-eight” is written as 6 298 in numeral. While pointing at the numeral, have the learners read the number.

Numbers	
In words	In numeral
<u>six thousand</u> <u>two hundred</u> <u>ninety-eight</u>	6 298
seven thousand seven hundred one	
eight thousand fifty-three	
nine thousand eighty	
ten thousand	

Discuss the next number, “seven thousand seven hundred one.”

Which phrase/word indicates thousands? *It is “seven thousand”.*

Underline the phrase “seven thousand” on the table.

Since there is “seven thousand”, let us write the digit 7 in the same row under the second column.

Let us go to the next phrase/word that indicates the hundreds. Which phrase/word

			is it? <i>It is "seven hundred."</i>
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Since there is “fifty or five tens”, let us write the digit 5 after the digit 6 on the table.

Numbers	
In words	In numeral
three thousand <u>six</u> <u>hundred</u> <u>fifty</u> -two	3 65
three thousand sixteen	
four thousand five hundred three	
four thousand seventy	
Four thousand one hundred	

Let us go to the next phrase/word that indicates the ones.

Which phrase/word is it? *It is “two.”*

Using a different colored chalk, underline the word “two” on the table.

Numbers	
In words	In numeral
three thousand <u>six</u> <u>hundred</u> <u>fifty</u> - <u>two</u>	3 65
three thousand sixteen	
four thousand five hundred three	
four thousand seventy	
Four thousand one hundred	

Since there is “two or two ones”, let us write the digit 2 after the digit 5 on the table.

Since there is “seven hundred”, let us write the digit 7 after the first digit 7 on the table. Have a space between the two digits.

Let us go to the next phrase/word that indicates the tens. Which phrase/word is it? *None.*

Since there are “no tens”, we write 0 after the second digit 7 on the table to indicate that there are no tens in the given number.

Let us go to the next phrase/word that indicates the ones.

Which phrase/word is it? *It is “one.”*

Using a different colored chalk, underline the word “one” on the table.

Since there is “one or one ones”, let us write the digit 1 after the digit 0 on the table.

So, “seven thousand seven hundred one” is written as 7 701 in numeral. While pointing at the numeral, have the learners read the number.

Numbers	
In words	In numeral
six thousand <u>two</u> <u>hundred</u> <u>ninety</u> - <u>eight</u>	6 298
seven thousand <u>seven</u> <u>hundred</u> <u>one</u>	7 701
eight thousand fifty-three	
nine thousand eighty	
ten thousand	



Numbers	
In words	In numeral
three thousand <u>six hundred</u> <u>fifty-two</u>	3 652
three thousand sixteen	
four thousand five hundred three	
four thousand seventy	
Four thousand one hundred	

So, “three thousand six hundred fifty-two” is written as 3 652 in numeral.

While pointing at the numeral, have the learners read the number.

Discuss the next number, “three thousand sixteen.”

Which phrase/word indicates thousands? *It is “three thousand.”*

Underline the phrase “three thousand” on the table.

Numbers	
In words	In numeral
<u>three thousand</u> six hundred fifty-two	3 652
<u>three thousand</u> sixteen	
four thousand five hundred three	
four thousand seventy	
Four thousand one hundred	

Since there is “three thousand”, let us write the digit 3 in the same row under the second

Ask the learners to work with their seatmate. Each pair should write the remaining numbers in numeral on a piece of paper. Move around as the learners do the task. Guide those who are having difficulty writing the numbers in numeral.

After they are done answering, have a class discussion. Ask some learners to write the numerals on the table and explain their answers. The table should look like this once completely filled out.

Numbers	
In words	In numeral
<u>six thousand</u> <u>two hundred</u> <u>ninety-eight</u>	6 298
<u>seven thousand</u> <u>seven hundred</u> <u>one</u>	7 701
eight thousand fifty-three	8 053
nine thousand eighty	9 080
ten thousand	10 000

Afterwards, ask the learners to read the numbers in numerals.

		column.		
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Numbers	
In words	In numeral
three thousand <u>six</u> hundred <u>fifty-two</u>	3 652
three thousand sixteen	3
four thousand five hundred three	
four thousand seventy	
Four thousand one hundred	

Let us go to the next phrase/word that indicates the hundreds. Which phrase/word is it? *None*.

Since there are “no hundreds”, we write 0 after the digit 3 on the table to indicate that there are no hundreds.

Numbers	
In words	In numeral
three thousand <u>six</u> hundred <u>fifty-two</u>	3 652
<u>three thousand</u> sixteen	3 0
four thousand five hundred three	
four thousand seventy	
Four thousand one hundred	

What is the next word? *It is sixteen*.

Using a different colored chalk, underline the word “sixteen” on the table.



Numbers	
In words	In numeral
three thousand <u>six</u> <u>hundred</u> <u>fifty-two</u>	3 652
three thousand <u>sixteen</u>	3 0
four thousand five hundred three	
four thousand seventy	
Four thousand one hundred	

Say that “sixteen”, as they have learned before, can be broken down into tens and ones.

How many tens are in sixteen?  
*There is one ten.*

How many ones are in sixteen?  
*There are six ones.*

How do we write sixteen in numeral? *It is 16.*

Emphasize that “sixteen” is written as 16 in numeral because it has one ten and six ones.

Let us write 16 after the digit 0 on the table.

Numbers	
In words	In numeral
three thousand <u>six</u> <u>hundred</u> <u>fifty-two</u>	3 652
three thousand <u>sixteen</u>	3 016
four thousand five hundred three	
four thousand seventy	
Four thousand one hundred	

So, “three thousand sixteen” is written as 3 016 in numeral.

While pointing at the numeral, have the learners read the number.

Have the learners work in pairs. Challenge them to write the remaining numbers in numerals on a piece of paper. After they are done answering, have a class discussion. Ask some learners to write the numerals on the table and explain their answers. The table should look like this once completely filled out.

Numbers	
In words	In numeral
three thousand <u>six hundred fifty-two</u>	3 652
three thousand <u>sixteen</u>	3 016
four thousand five hundred three	4 503
four thousand seventy	4 070
Four thousand one hundred	4 100

Ask the learners to read the numbers in numerals afterward.

<p>Making Generalizations</p>	<p>To summarize the lesson, ask the learners:</p> <p>What numbers did we talk about today? <i>We talked about the numbers 3 001 to 5 000.</i></p>	<p>To summarize the lesson, ask the learners the following questions:</p> <p>How do you write a number in words? <i>All digits should be spelled out. Start from the</i></p>	<p>To summarize the lesson, ask the learners:</p> <p>What numbers did we talk about today? <i>We talked about the numbers 5 001 to 10 000.</i></p>	<p>To summarize the lesson, ask the learners the following questions:</p> <p>How do you write a number in words? <i>All digits should be spelled out. Start from the</i></p>
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	<p>How did you determine the numbers 3 001 to 5 000? <i>We determined the numbers 3 001 to 5 000 following a pattern when counting from 2 001 to 3 000.</i></p> <p><i>We first counted by 10s from a given number. Then, we considered the numbers between two numbers. For example, we named the numbers between 3 110 and 3 120,</i></p> <p><b><u>3 110</u>, <u>3 111</u>, <u>3 112</u>, <u>3 113</u>, <u>3 114</u>, <u>3 115</u>, <u>3 116</u>, <u>3 117</u>, <u>3 118</u>, <u>3 119</u>, <b>3 120</b></b></p>	<p><i>leftmost digit (thousand) to the rightmost digit (ones). We write the words that correspond to each digit, considering its position in the number.</i></p> <p><i>e.g. 3 458 → three thousand four hundred fifty-eight</i></p> <p>A number may have zero as a digit, but we do not write the word zero when writing the number in words. Zero is used as a placeholder.</p> <p><i>e.g. 4 905 → four thousand nine hundred five</i></p> <p>How do you write numbers written in words in numerals?</p> <p><i>We can divide the number in words into shorter phrases/words with or that indicate thousands, hundreds, tens, and ones. Then, we write the corresponding digit for each phrase/word.</i></p>	<p>How did you determine the numbers 5 001 to 10 000? <i>We determined 5 001 to 10 000 following a pattern when counting from 4 001 to 5 000.</i></p> <p><i>We first counted by 10s from a given number. Then, we considered the numbers between two numbers. For example, we named the numbers between 6 330 and 6 340,</i></p> <p><b><u>6 330</u>, <u>6 331</u>, <u>6 332</u>, <u>6 333</u>, <u>6 334</u>, <u>6 335</u>, <u>6 336</u>, <u>6 337</u>, <u>6 338</u>, <u>6 339</u>, <b>6 340</b></b></p>	<p><i>leftmost digit (thousand) to the rightmost digit (ones). We write the words that correspond to each digit, considering its position in the number.</i></p> <p><i>e.g. 6 321 → six thousand three hundred twenty-one</i></p> <p>A number may have zero as a digit, but you do not write the word zero when writing the number in words. Zero is used as a placeholder.</p> <p><i>e.g. 8 045 → eight thousand forty-five</i></p> <p>How do you write numbers written in words in numerals?</p> <p><i>We can divide the number in words into shorter phrases/words with or that indicate thousands, hundreds, tens, and ones. Then, we write the corresponding digit for each phrase.</i></p>
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Evaluating Learning	<p>Ask the learners to do <b>Assessment 1.</b></p> <p><i>Expected answers:</i></p> <ol style="list-style-type: none"> <li>1. 3 019</li> <li>2. 3 233</li> <li>3. 4 000</li> <li>4. 4 720</li> <li>5. 5 000</li> </ol>	<p>Ask the learners to do <b>Assessment 2.</b></p> <p><i>Expected answers:</i></p> <p><i>I.</i></p> <table border="1"> <thead> <tr> <th>Number</th> <th>In words</th> </tr> </thead> <tbody> <tr> <td>3 784</td> <td>three thousand seven hundred eighty-four</td> </tr> <tr> <td>4 690</td> <td>four thousand six hundred ninety</td> </tr> </tbody> </table>	Number	In words	3 784	three thousand seven hundred eighty-four	4 690	four thousand six hundred ninety	<p>Ask the learners to do <b>Assessment 3.</b></p> <p><i>Expected answers:</i></p> <ol style="list-style-type: none"> <li>1. 5 004</li> <li>2. 6 498</li> <li>3. 7 616</li> <li>4. 8 790</li> <li>5. 10 000</li> </ol>	<p>Ask the learners to do <b>Assessment 4.</b></p> <p><i>Expected answers:</i></p> <p><i>I.</i></p> <table border="1"> <thead> <tr> <th>Number</th> <th>In words</th> </tr> </thead> <tbody> <tr> <td>5 912</td> <td>five thousand nine hundred twelve</td> </tr> <tr> <td>6 408</td> <td>six thousand four hundred eight</td> </tr> </tbody> </table>	Number	In words	5 912	five thousand nine hundred twelve	6 408	six thousand four hundred eight
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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				
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B. Other Learning Resources				
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**IV. TEACHER'S REFLECTION**

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