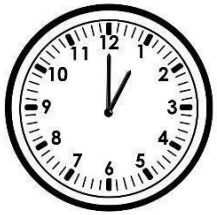
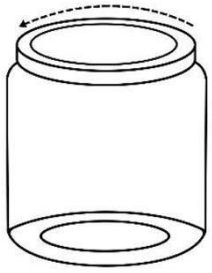
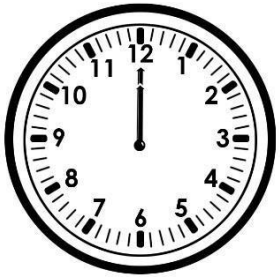
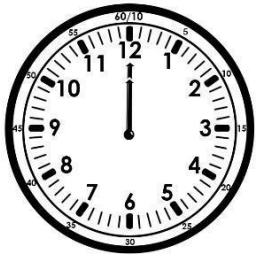
MATATAG K to 10 Curriculum Weekly Lesson Log	School:		Grade Level:	I
	Name of Teacher		Learning Area:	Mathematics
	Teaching Dates and Time:	MARCH 17-21, 2025 (WEEK 6)	Quarter:	Fourth

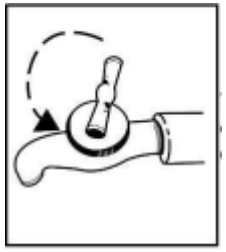
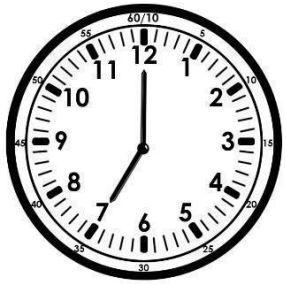
	DAY 1	DAY 2	DAY 3	DAY 4
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES				
A. Content: Measurement and Geometry				
B. Content Standards	The learner should have knowledge and understanding of: • the movement of objects in half-turn or quarter-turn, in clockwise or counterclockwise direction; and • time measured in hours, half-hours, quarter-hours, days, weeks, months, and years.			
C. Performance Standards	By the end of the quarter, the learners are able to: • identify the position of an object following a half-turn or quarter-turn, in clockwise or in counterclockwise direction; and • identify and work with time measured in hours, half-hours, quarter-hours, days, weeks. months, and years.			
D. Learning Competencies	The learners • identify the position of objects moved in half-turn or in quarter-turn, in clockwise or in counterclockwise direction, given an initial facing direction; • read and write time by the hour, half-hour, and quarter-hour using an analog clock; and • solve problems involving time (hour, half-hour, and quarter-hour).			
E. Learning Objectives	At the end of the lesson, the learner should be able to describe movement in counterclockwise direction.	At the end of the lesson, the learner should be able to: • tell the parts of an analog clock; • read time by the hour using an analog clock; • write time in hour; and • solve problems involving time by the hour.	At the end of the lesson, the learner should be able to: • read time by the half-hour using an analog clock; • write time in half-hour; and • solve problems involving time by the half hour.	At the end of the lesson, the learner should be able to: • read time by the quarter-hour using an analog clock; • write time in quarter-hour; and • solve problems involving time by quarter-hour.

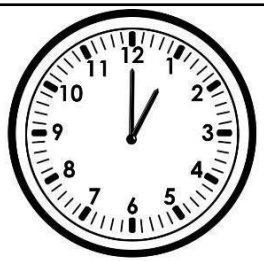
II. TEACHING AND LEARNING PROCEDURES				
Before the Lesson/Pre-lesson Proper				
Activating Prior Knowledge	Ask the learners to givethe opposite of the following words: *1.* up *(down)* *2.* front *(back)*	Show the learners a actual analog clock with no second hand. Ask them to identify and describe the clock.	Discuss learners' answer to **Assessment 1**. Please refer to the answers provided on Day 2.	Discuss learners' answer to **Assessment 2**. Please refer to the answers provided on Day 3.
	3. left *(right)* *4.* above *(below)*	It is recommended to use a actual analog clock to demonstrate the movement of the hands effectively.	Have a short review on the parts of a clock. Let the learners use their improvised clock in describing each part of the clock.	Have a short review on: • what one-fourth means; and • what quarter-turn means.
Lesson Purpose/ Intention	To tell the position of objects moved in counterclockwise direction	To read and write time by the hour	To read and write time by the half-hour	To read and write time by the quarter-hour
Lesson Language Practice	position, reference point, turn, half- turn, quarter-turn, opposite, clockwise	time, hour, minute, face of the clock, hands of the clock, o'clock, zero minutes, colon, zero, hour hand, minute hand, full turn	half-turn, time, hour, minute, hands of the clock, colon, hour hand, minute hand, half past the hour, count	one-fourth or quarter, quarter-turn, time, hour, minute, rotate, hands of the clock, colon, hour hand, minute hand, quarter-hour, quarter after, clockwise direction
During the Lesson/Lesson Proper				
Reading the Key Idea/Stem				

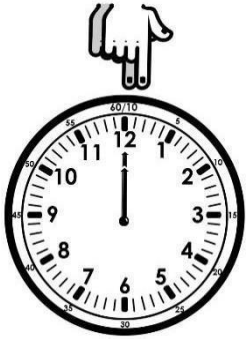
Developing Understanding of Key Idea/ Stem	In our previous lesson, we talked about turning in a clockwise direction. Let us see if this is seen in the following activities. Ask the learners to observe the actions in the video that will be presented. Have a pre-recorded video of the following activities and present them one at a time: 1. A top view of a child's hand opening the lid of a tumbler or jar; and 2. A top view of a child's hand turning on a faucet with water flowing out  If a video presentation is not possible, demonstrate the activities instead.	As you mentioned earlier, this is a clock. A clock has two hands. (Point to the two hands of the clock.)  The shorter hand of the clock is called the **hour hand**. (Point to the hour hand.) On the board, post a strip of paper that says: **hour hand – the shorter hand of the clock.** The longer hand is called the **minute**	Post the following problem. Read it aloud together with the learners. Thea was told to meet her math teacher in the library at half past nine. What time should Thea be at the library? Ask the following questions: Who will Thea meet at the library? *Thea will meet her math teacher in the library.* At what time should they meet? *They should meet at half past nine.* What does **half past nine** mean? (*Get learners' ideas. Do*	Post the following problem. Read it aloud together with the learners. The learners of Grade 1 – Matatag are told to answer an online mathematics test for a quarter of an hour. If they start at 7:00, what time will they finish? Ask the following questions: Which class will take an online mathematics test? *The learners of Grade 1 – Matatag will take the test.* When will the online test start? *It will start at 7:00.*

	Ask the learners to draw the hand movements in the air for: 1) opening the lid of a tumbler or jar; and 2) turning on a faucet. Next, ask the learners whether any of movements in the activities were made in a clockwise direction. *The learners should be able to say that neither movement was clockwise. Instead, the movements are in the opposite direction.* Tell the learners that these movements are in the **counterclockwise** direction, as this is the opposite of the clockwise direction. Show pictures illustrating the movements presented in the video. Place a strip of paper beside each picture with the corresponding sentence. Emphasize the phrase "counterclockwise direction" by writing it in bold letters.  The lid of the tumbler opens in a **counterclockwise** direction.	**hand** (Point to the minute hand.) On the board, post a strip of paper that says: **minute hand – the longer hand of the clock.** We use these hands to tell time, both by the hour and by the minute. What do we call the shorter hand again? *We call it the hour hand.* How about the longer hand? *We call it the minute hand.* The hands of the clock move around the face of the clock. (Demonstrate by moving your palm around the face of the clock.) The face of the clock is typically marked with numbers. Ask: What are the numbers that can be seen on the clock? *The numbers are from 1 to 12.* Say that each of these numbers corresponds to an **hour**. Using the actual analog clock, show how the hands of the clock move. First, position both the hour hand and minute hand at 12. Tell the learners to observe the hour hand as the minute hand completes one full	*not confirm yet that it is 9:30.)* At this point, learners are not expected to give the correct answer. However, if some learners are able to give the correct answer, you can say, "Let us see if your answers are correct." What does the problem want us to find out? *The problem asks us to determine the time when Thea should be in the library.* To help with the discussion, post a large picture of a clock. Make sure the hands of the clock are movable.  Look at the face of the clock. What else can you see aside from the hands and numbers? *There are small marks around the face of the*	For how long will the class take the test? *The class needs to take the test for a quarter of an hour.* Do you know how long a quarter of an hour is? (*Encourage the learners to share their ideas.)* At this point, learners are not expected to give the correct answer. However, if some learners are able to give the correct answer, you can say, "Let us see if your answers are correct." What does the problem want us to find out? *We are asked to find the time the class will finish the test.* Show the same picture of the clock used in the previous lesson. (Point both hands of the clock at 12.)

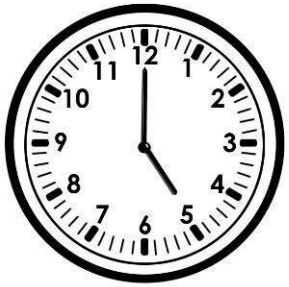
		turn. What happens to the hour hand as the minute hand completes one full turn? *When the minute hand completes one full turn, the hour hand will point to 1.*	*clock.* The marks on a clock are **called tick marks** or **minute markers/ticks.**	

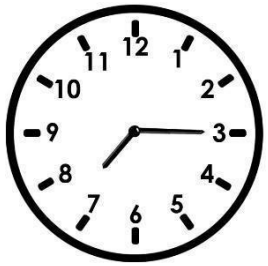
	 The faucet opens in a counterclockwise direction. Ask the learners to give other activities they have done or might do again, that involve movement in a counterclockwise direction. (e.g. performing a dance step or opening the cap of a toothpaste tube.)	Emphasize to the learners that as the minute hand completes one full turn, the hour hand moves from one hour to the next. In this case, when the minute hand completes one full turn, the hour hand will move from **12** to **1**. On the board, post a picture of the clock with the **hour hand** pointing at **1** and the **minute hand** at **12**. If possible, use a picture of the actual analog clock you are using in the discussion. Make sure to prepare this in advance. As you can see, the **hour hand** is now pointing at **1,** having moved from **12**, while the **minute hand** is back at **12**. In this case, we read the time as **1 o'clock** and write it as **1:00.** (Write **1:00** below the clock posted on the board when mentioned.) Ask the learners to repeat after you, while pointing at the time written on the board.	• The **longer tick marks** usually represent the hours, while the **shorter tick marks** between them represent the minutes. • Each minute marker typically corresponds to **one minute** on the clock. • Each mark represents one minute. As the minute hand moves from one mark to the next, one minute has passed. There are five tick marks between each number, so **5 minutes** have passed from one number to the next. Let us count the minutes on the clock. First, place a "0" above the number 12 on the clock. From 0 to the first mark, count it as one minute. Continue counting until you reach the fifth mark. Label the fifth mark with the number 5. Now, keep going. After every fifth mark, label the numbers as follows: (1) 10 after the next set of five marks; (2) 15, 20, 25, 30, 35, and so on. When you reach the	Ask the learners to use their improvised clock to show 7:00. Let them raise their clocks so you can check their work. Show the correct answer using your clock. *The minute hand should be pointing to 12 while the hour hand should be pointing to 7.*  In our previous lesson, we talked about half an hour. To determine what half an hour is, we used our understanding of half-turn. This time, let us try to relate a quarter of an hour with a quarter-turn. Now that it is at 7:00, we need to represent quarter of an hour after seven. By **quarter of an hour**, we mean one-fourth of an hour. How do we represent one- fourth of an hour?

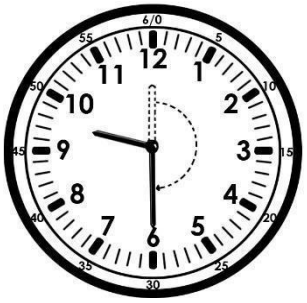
		 **1:00** Using the actual analog clock again, ask the learners what would happen if the	mark at 60 minutes, write “60” next to the 0 above number 12.	Direct the learners’ attention on the minute hand of the

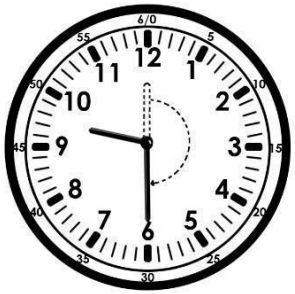
		minute hand completed another full turn from 1:00. When the minute hand reaches 12 again, where will the hour hand be? *The hour hand will be at 2.* Affirm the learners' response by rotating the minute hand to complete one full turn. What time is it now? *It is 2:00, which is read as "2 o'clock."* Post another picture of the clock used but this time showing 2:00. Write 2:00 below the clock.  2:00 Suppose the hour hand is at 5 and the minute hand is at 12. What time is it? *It is 5:00, which is read as "5 o'clock."* Post another picture of the clock to show the time 5 o'clock. Write 5:00 below the clock.	 Notice that an actual analog clock only has the numbers 1 to 12. (Show the actual clock next to the picture on the board). As we have discussed, each number from 1 to 12 represents an hour, and the hour hand points to these numbers to tell the time. But when the minute hand points to any of the numbers 1 to 12, we use those numbers to count minutes. We count the minutes like this: 5, 10, 15, 20, and so on. (Point to the numbers in the outer circle of the clock on the board as you say these.) These minute numbers are not shown on an actual clock. (Show the actual clock to confirm	clock posted on the board. Look at the minute hand, which is at 12. Remember our lesson about quarter-turn? The minute hand is currently pointing at 12. Now, where will it be after a quarter-turn in a clockwise direction? *When the minute hand moves a quarter-turn in a clockwise direction, it will reach the 3.* Why should it be at 3? *It is because when the minute hand moves a quarter-turn, it turns to the right and forms an L-shaped figure from the initial position.* Using the clock posted on the board, move the minute hand to 3 from its initial position at 12. Let the learners observe the L-shaped figure formed between the minute hand's starting position at 12 and its new position at 3.

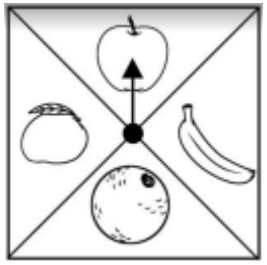
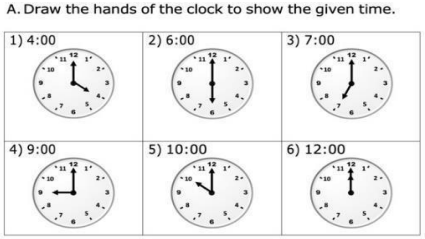
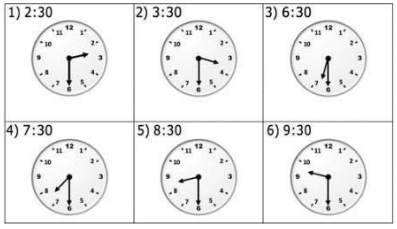
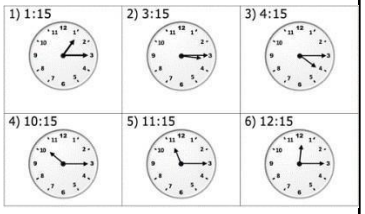
			this). So, when the minute hand points at any of the numbers 1 to 12, we need to count by 5s, starting from 5.	This L-shape helps us see that the minute hand has moved a quarter-turn or **one-fourth of the way around the clock**. By quarter turn, it can be turned either to the left or

		 5:00 When the minute hand is pointing at 12, we tell the time by stating the hour where the hour hand is pointing, followed by **o'clock**. We write the time by writing the hour, followed by a colon and two zeroes (point to 1:00, 2:00, and 5:00 on the board).	Let us go back to the problem, Thea is supposed to meet her math teacher at **half past nine**. First, show the time at 9:00 on the clock. (Move the hands of the clock to show 9:00). Now, we need to show half past nine. What does **half past nine** mean? *It means **half an hour** after 9:00.* How do we show half an hour? *Remember, one full turn of the minute hand takes one hour. So, to show half an hour, the minute hand needs to make a half-turn.* Where will the minute hand be after a half-turn? *The minute hand starts at 12 for 9:00. After a half-turn, it will point at 6. So, half past nine is when the minute hand points to 6. We know that 6 on the clock represents 30 minutes.* Relate this to the previous lesson on half-turn.	to the right. Why turn it to the right and not to the left? *It is because the hands of the clock always move in a clockwise direction.* As the minute hand moves, so does the hour hand. Let the learners observe the hands of the clock as you move them to 7:15. Observe the hands of the clock at quarter after seven. *The hour hand is just a small mark past 7 but not yet at 8. The minute hand, on the other hand, is at 3, which means 15 minutes have passed after 7:00. So, the time is 7:15. This is a quarter past 7:00.* Going back to our problem, the Grade 1 – Matatag class would finish the test at 7:15 if they started at 7:00.

			 What do you notice to the hour hand of the clock as I move the minute hand to 6? *As the minute hand moves, the hour hand also moves slowly.* Where do you see the hour hand after moving the minute hand at half past nine? *The hour hand is* ***between 9 and 10***. Direct the learners' attention to the picture of the clock posted on the board. Say: Going back to our problem, what time should Thea be in the library? *She should be in the library at 9:30, because 6 corresponds to 30 minutes.* The time 9:30 means half past nine or 30 minutes after 9:00.	

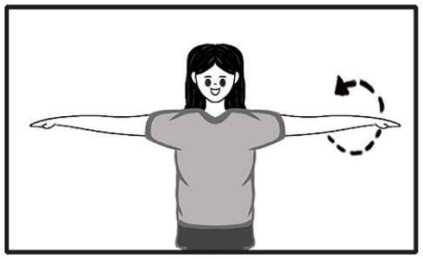
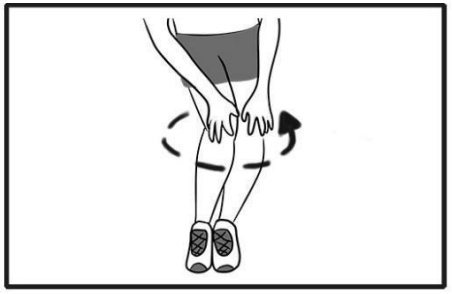
			To write the time, we write the **hour first**, followed by a **colon**, and then the **minutes**. (Write **9:30** below the clock on the board.)  9:30	

Deepening Understanding of Key Idea/Stem	Post the following illustration.  The arrow is currently pointing to the picture of an apple. After a half-turn in the counterclockwise direction, where will the arrow point? *It will point to the orange.* Which fruit will the arrow pass by – the mango or the banana? *It will pass by the mango* Now, ask other questions about the picture. Have the arrow make a quarter-turn or a full turn in the counterclockwise direction. Ask the learners to observe where the arrow points.	Ask the learners to work in pairs in answering **LAS 1**. Discuss learners' answers. Reiterate: When the minute hand is pointing at 12, we tell time by stating the number where the hour hand is pointing, followed by "o'clock." We write the time by writing the hour number, followed by a colon, and two zeroes. *Expected answers:*  A. Draw the hands of the clock to show the given time. 1) 4:00 2) 6:00 3) 7:00 4) 9:00 5) 10:00 6) 12:00 *B. 1. Done* *2. 12:00* *3. 10:00* *4. 8:00* *5. 5:00* *6. 3:00*	Ask the learners to work in pairs in answering **LAS 2**. Discuss learners' answers. Have the learners use their improvised clock in showing the hands of the clock in part A. *Expected answers:* A.  1) 2:30 2) 3:30 3) 6:30 4) 7:30 5) 8:30 6) 9:30 *B. 1. Done* *2. 1:30* *3. 3:30* *4. 6:30* *5. 10:30* *6. 12:30*	Ask the learners to work in pairs in answering **LAS 3**. Discuss learners' answers. Have the learners use their improvised clock in showing the hands of the clock in part A. Expected answers: A.  1) 1:15 2) 3:15 3) 4:15 4) 10:15 5) 11:15 6) 12:15 *B. 1. Done* *2. 8:15* *3. 6:15* *4. 5:15* *5. 7:15* *6. 9:15*

After the Lesson/Post-lesson Proper

Making Generalizations	Describe the counterclockwise direction. *The **counterclockwise** direction is the opposite to the way the hands of a clock move. If you imagine the hands of a clock, a counterclockwise movement goes in the opposite direction, starting from the top (12 o'clock) and moving leftward toward 9 o'clock, then 6 o'clock, and so on.* To check learners' understanding of the lesson, ask them to demonstrate a counterclockwise turn and describe what they did.	How do we read and write time by the hour? *When the minute hand is pointing at 12, we tell time by stating the number where the hour hand is pointing, followed by "o'clock." We write the time by writing the hour number, followed by a colon, and two zeroes.*	How do we show half an hour? *One full turn of the minute hand takes one hour. So, to show half an hour, the minute hand needs to make a half-turn.* Where will the minute hand from 12 be after half an hour? *After half an hour, the minute hand will point to 6.* What do you call the marks on a clock? What do they represent? *The marks on a clock are called tick marks or minute markers/ticks.* • *The **longer tick marks** usually represent the hours, while the **shorter tick marks** between them represent the minutes.* • *Each minute marker typically corresponds to **one minute** on the clock.* • *Each mark represents one minute. As the minute hand moves from one mark to the next, one minute has passed. There are five tick marks between each number, so **5***	How do we show a quarter of an hour? *One full turn of the minute hand takes one hour. So, to show a quarter of an hour, the minute hand needs to make a quarter-turn.* What time is shown by the clock? *It is 2:15 or quarter after 2:00.*  Where is the minute hand from 12 be after a quarter of an hour? *After a quarter of an hour, the minute hand will point to 3.* Where is the hour hand? *The hour hand will just be a small mark past 2 but not yet at 3.* How do you write the time shown on the clock? *We write the time by writing the hour first, followed by a colon, and then the minutes. So, the time is 2:15.*

			minutes *have passed from one number to the next.*	
			If the minute hand points to 6, how many minutes have passed from 12? *There are five tick marks between each number on the clock. From 12 to 6, the minute hand has moved across 30 minutes, which means 30 minutes have passed.* Where is the hour hand after the minute hand has moved half an hour from 12. *The hour hand will be halfway between two numbers on the clock.* How do you write time in half-hour? *We write the time by writing the hour first, followed by a* **12:30** *colon, and then the minutes.* 	

Evaluating Learning	Make the learners perform an exercise that demonstrates their body parts moving in counterclockwise direction. 1. Circling the arms  2. Circling the waist  3. Circling the knees 	Ask the learners to answer **Assessment 1**. *Expected answers:* *1. Mario Tesa*   *2. Lina drew the hands of the clock correctly. At 6:00, the hour hand should point to the number 6 and the minute hand should point to 12.*	Ask the learners to answer **Assessment 2**. *Expected answers:* *1. Clock C shows half past five or 5:30. At 5:30, the hour hand is halfway between 5 and 6, while the minute hand is pointing at 6.* *2. Clock A shows half past six or 6:30. At 6:30, the hour hand is halfway between 6 and 7, while the minute hand is pointing at 6.*	Ask the learners to answer **Assessment 3**. *Possible answers:* *1. a.*  *b. 2:15* *2. Rey drew the correct hands of the clock. A quarter after three means 3:15. At 3:15, the hour hand will be just a small mark past 3, but not yet at4. The minute hand will point to 3, which is the 15-minute mark.*

Additional Activities for Application or Remediation (if applicable)		Ask the learners to bring an improvised clock with an hour and minute hand.	Ask the learners to bring again their improvised clock with an hour and minute hand.	
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				