MATATAG K to 10 Curriculum Weekly Lesson Log	School:	Visit DepEdResources.com for More	Grade Level:	4
	Name of Teacher		Learning Area:	MATHEMATICS
	Teaching Dates and Time:	SEPTEMBER 2 - 6, 2024 (WEEK 6)	Quarter:	First

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate knowledge and understanding of whole numbers up to 1 000 000.
B. Performance Standards	By the end of the quarter, the learners are able to read, write, and compare whole numbers up to 1 000 000. (NA)
C. Learning Competencies and Objectives	1. Compare numbers up to 1 000 000 using =, < and >. a. Compare numbers up to 1 000 000 using =, < and >. b. Ordering numbers up to 1 000 000 in descending or ascending order. 2. Round numbers to the nearest hundred thousand.
D. Content	1. Comparing numbers up to 1 000 000 using =, < and >. 2. Ordering numbers up to 1 000 000 in descending or ascending order.

	3. Rounding numbers to the nearest hundred thousand
E. Integration	Healthy eating habits, Teamwork, Active listening

II. LEARNING RESOURCES

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Comparing and Ordering Numbers: Definition with Examples. SplashLearn. https://www.splashlearn.com/math-vocabulary/comparing-and-ordering

Comparing and Ordering Whole Numbers. LearnAlberta. https://www.learnalberta.ca/content/kes/pdf/or_cf_math_num_a_03_comp.pdf

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GMA News Online. (2024, January 24). *DA facilitating sale of 160 tons of highlandvegetables. GMA News Online*. https://www.gmanetwork.com/news/topstories/regions/895266/da-facilitating-sale-of-160-tons-of-highland-vegetables/story/

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No.	Whole Number	Highest Place Value	Digit in the Highest Place Value
1	45, 012		
2	890,718		
3	1,000,000		
4	6,195		
5	529,183		

Kenny, S. (2024, March 1). *THE TOP 10 HIGHEST MOUNTAINS IN THE WORLD.* Much Better Adventures. https://www.muchbetteradventures.com/magazine/highest-mountains-in-the-world-top-10/

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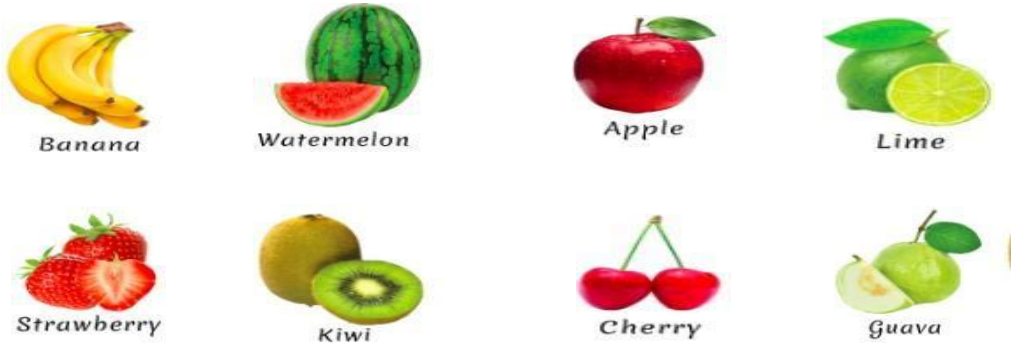
Rounding Numbers. Math is Fun. https://www.mathsisfun.com/rounding-numbers.html

Rounding Whole Numbers and Decimals. Hunter College. https://www.hunter.cuny.edu/dolciani/pdf_files/brushup-materials/rounding-whole-numbers-and-decimals.pdf

Rounding. George Brown College. https://www.georgebrown.ca/sites/default/files/uploadedfiles/tlc/_documents/rounding.pdf

Stalberg, A. (2024, January 9). *16 Cities With The Smallest Populations In The World*. https://www.thetravel.com/worldwide-cities-smallest- population/

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	**DAY 1** **1. Short Review** Identify the highest place value and the corresponding digit in the highest place value of a given number. **2. Feedback (Optional)**	**Answer Key:** 1. ten thousands; 4 2. hundred thousands; 8 3. million; 1 4. thousands;6 5. hundred thousands; 5
B. Establishing Lesson Purpose	**1. Lesson Purpose** In our previous lesson, we explored reading and writing whole numbers up to 1,000 and determining a digit's place value and value in a given number. These lessons are related to our next one.	Learning targets can be introduced all at once on the first day or given out daily.

	Let us set our learning targets for today/this week: DAYS 1 to 3 – Comparing and Ordering Whole Numbers up to 1 000 000 DAY 4 – Rounding Numbers up to the Nearest Hundred Thousands **2. Unlocking Content Area Vocabulary** Let us unlock important terms we may encounter throughout this week's lessons. ● **Comparing numbers** determines if a number is less than, greater than, or equal to another based on their values. In math, the symbols used to compare numbers are < for less than, > for greater than, and = for equal. ● **Ordering numbers** means arranging the numbers from least to greatest or ascending and greatest to least or descending. ● **Rounding numbers** is like finding the closest whole number to the actual number. It is an approximation to their original value.	
C. Developing and Deepening Understanding	**SUB-TOPIC 1: Comparing Numbers up to 1 000 000 using =, <, >** **1. Explicitation** ● Who among you loves fruits? ● What is your favorite fruit and why? ● What health benefits can we gain from eating fruits? Fruits are very nutritious, so they are good for our health. Our bodies need the nutrients they provide to stay strong and healthy. Fruits can keep us away from disease. Let us compare each of the fruits based on their given weight. **Activity 1: Which is Heavier** 	The teacher may start by asking the learners about their favorite fruits and connect this to the activity. **Answers:** 1. watermelon 2. apple 3. kiwi 4. guava 5. jackfruit 6. coconut

Which fruit is heavier?	
1. 300 grams 1,200 grams	2. 250 grams 40 grams
3. 11 grams 55 grams	4. 9 grams 60 grams

5.

650 grams 3,500 grams

6.

200 grams 937 grams

**Note: The given weight is the weight of one piece of fruit*

When we compare different objects, we can compare them based on their attributes or characteristics like weight, texture, size, color, taste (in the case of food), price, etc. In our activity, we compared the weight of each fruit in grams. Since we used the same unit (grams), we could compare the numbers based on

their value.

Comparing numbers determines if a number is less than, greater than, or equal to another based on their values. In math, the symbols used to compare numbers are < for less than, > for greater than, and = for equal to.

2. Worked Example

SET A. Let us compare again the weight of these fruits, this time we will use the mathematical symbols, <, >, and =.

1. Banana 300 g	_____	Watermelon 1, 200 g	2. Apple 250 g	_____	Lime 40 g
3. Strawberry 11 g	_____	Kiwi 55 g	4. Cherry 9 g	_____	Guava 60 g
5. Pineapple 650 g	_____	Jackfruit 3,500 g	6. Sugar Apple 200 g	_____	Coconut 937 g

Let us have more examples. This time, we will focus on larger numbers up to 1,000,000.

The same examples in the explicitation part will be utilized here to show the use of the symbols in comparing numbers.

Answers for SET A:

1. <
2. >
3. <
4. <
5. <
6. <


Pineapple


Jackfruit


Sugar Apple


Coconut



SET B. Rewrite the numbers in the Place Value chart below. Then, compare them using the symbols <, >, =.

1. 245,202 _____254,291

   Since the given numbers have the same number of digits and their highest place is a hundred thousand, we compare their digits from the left most part.

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
	2	4	5	2	0	2
	2	5	4	2	9	1

   Both have the digit "2" in the hundred thousand places. The next place value is ten thousand places. Digit "4" is less than digit "5"; hence, **245,202 is less than (<) 254, 291.**

2. 115,936 _____82,776

   The given numbers do not have the same number of digits. In 115,936, the digits go further to the left, with a hundred thousand as the highest place value. In 82,776, the highest place value is ten thousand. Therefore, **115,936 is greater than (>) 82,776.**

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
	1	1	5	9	3	6
		8	2	7	7	6

3. 1,000,000 _____812,645

   Similar to no.2, the given numbers do not have the same number of digits. In 1,000,000, the digits go further to the left, with millions as the highest place value. In 812,645, the highest place value is a hundred thousand. Therefore, **1,000,000 is greater than (>) 812,645.**

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
1	0	0	0	0	0	0
	8	1	2	6	4	5

Place value charts are valuable tools for comparing numbers. They help learners gain a deeper understanding of the concept of comparing numbers, utilize appropriate mathematical symbols, and apply the previous lessons on place value.

4. 78,934 _____ 78,934

   It can be noticed that the given have the same number of digits, with their highest place value being ten thousand. More so, all their digits are the same; hence, **they are equal**.

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
		7	8	9	3	4
		7	8	9	3	4

5. 772,025 _____ 772,205

   Similar to no.1, the given numbers have the same number of digits. Their highest place is a hundred thousand. We compare their digits starting from the left most part.

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
	7	7	2	0	2	5
	7	7	2	2	0	5

   Both have the digits "7,7 and 2" in the hundred thousand, ten thousand and thousands of places, respectively. The next place value is hundreds place. Digit "0" is less than digit "2"; hence, **772,025 is less than (<) 772, 205.**

Based on the examples, how do we compare whole numbers?

a. If they have different numbers of digits, the number with more digits is larger.
b. If they have the same number of digits, compare them digit by digit from left to right. Keep comparing digits with the same place value until they are different. The number with the greater value is the greater number.

SET C

Let us answer the following word problems about comparing numbers.

1. According to the Philippine Statistics Authority (PSA), the population of the City of San Fernando in 2020 was 354,666, while the population of

Answers for SET C:

1. City of San Fernando, Pampanga
2. Indonesia

	Mabalacat City in the same year was 293,244. Which of the two cities in Pampanga had the larger population in 2020? City of San Fernando (354,666) > Mabalacat City (293, 244) 2. The Philippines is made up of 7,641 islands, while Indonesia consists of 17,508 islands. Which of the two Asian countries has more islands? Philippines (7,641) < Indonesia (17,508) **DAY 2** **3. Lesson Activity** A. Compare each pair of numbers using <, >, or =. 1. 501 623 _____ 500 988 2. 88 380 _____ 109 142 3. 100 000 _____ 1 000 000 4. 311 065 _____ 311 065 5. 450 900 _____ 459 900 B. Read the following word problems. Then, answer the questions that follow. 1. School A had 38,492 students in 2023, while School B had 37,536 students in the same year. Which school had a bigger student population in 2023? 2. Rapha intends to buy a laptop for his online class. Brand X costs Php 45,449, while Brand Y costs Php 49,999. Which laptop is more affordable? **SUB-TOPIC 2: Ordering numbers up to 1 000 000** **1. Explicitation** **Activity 1: Arrange Yourselves** ● Criteria on how you should arrange yourselves will be given. ● Line up based on the arrangement required. ● The group that arranges themselves the fastest will receive 1 point. ● The group with the most points at the end will be the winner. You will be given a maximum of 10 seconds to arrange yourselves.	See Worksheet Activity 1 **Answer to the Lesson Activity:** A. 1. > 2. < 3. < 4. = 5. > B. 1. School A 2. Brand X Group Activity The teacher will form four to five groups in the class. The learners will be asked to arrange themselves according to different criteria. The fastest group to

Let us start. Arrange yourselves according to _____.

1. height from tallest to shortest
2. the length of your hair, from shortest to longest
3. birth month in chronological order
4. the first letter of your surname in alphabetical order
5. the number of siblings from fewest to most

What have you learned from this activity?

arrange themselves correctly will earn 1 point. The group with the most points at the end will be the winner.

While answers may vary, highlight the values of teamwork, better acquaintance with peers, active listening, and the skills of ordering/arranging.

2. Worked Example

Ordering numbers means arranging the numbers from **least to greatest or ascending** and **greatest to least or descending.** Let us have an activity about ordering or arranging numbers.

Activity 2: Complete the chart below by filling in the number that belongs in each place value. Then arrange them from (a) least to greatest and (b) greatest to least.

Activity 2 can be an individual or a group activity.

	Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
41,062							
681,451							
689, 200							
1,000,000							
98,824							
89,824							
500,000							

Arrangement from least to greatest (ascending)

41,062 89,824 98,824 500,000 681,451 689,200 1,000,000

Arrangement from greatest to least (descending)

1,000,000 689,200 681,451 500,000 98,824 89,824 41,062

Answer:

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
		4	1	0	6	2
	6	8	1	4	5	1
	6	8	9	2	0	0
1	0	0	0	0	0	0
		9	8	8	2	4
		8	9	8	2	4
	5	0	0	0	0	0

Activity 3. Arrange the following in ascending order.

a. 24,505 32,292 32,299 4,505
Answer: 4,505 24,505 32,292 32,299

b. 1,000,000 991,712 99,712 999,712
Answer: 99,712 991,712 999,712 1,000,000

c. 821,241 821,421 88,912 99,214
Answer: 88,912 99,214 821,241 821,421

Arrange the following in descending order.

a. 45,518 57,218 112,100 99,011
Answer: 112,100 99,011 57,218 45,518

b. 188,213 188,123 88,213 888,211
Answer: 888,211 188,213 188,123 88,213

c. 1,000,000 999,100 999,991 989,199
Answer: 1,000,000 999,991 999,100 989,199

DAY 3

Activity 4. Read the word problems. Then, answer the questions that follow.

1. Theon loves reading books, so he keeps a record of all the books he reads every quarter and the number of pages each book has. For the first quarter of 2024, he read The Harry Potter Books. Here is the list:
   - Harry Potter and the Sorcerer's Stone - 309 pages
   - Harry Potter and the Chamber of Secrets - 352 pages
   - Harry Potter and the Prisoner of Azkaban - 435 pages
   - Harry Potter and the Goblet of Fire - 734 pages
   - Harry Potter and the Order of the Phoenix - 912 pages
   - Harry Potter and the Half-Blood Prince - 652 pages
   - Harry Potter and the Deathly Hallows - 759 pages

   How will the arrangement be if he wants to put these books in ascending order as to the number of pages?

   Answer: Harry Potter and the Sorcerer's Stone, Harry Potter and the Chamber of Secrets, Harry Potter and the Prisoner of Azkaban, Harry Potter and the Half-Blood Prince, Harry Potter and the Deathly Hallows, Harry Potter and the Order of the

	Phoenix	

2. Five friends saved money from their one-year allowance because they plan to donate it to Bahay Pag-ibig. Below are their savings.
    - Rapha - Php 1,542
    - Theon - Php 1,500
    - Kelvin - Php 1,600
    - June - Php 1,525
    - Kenneth - Php 1,800

Who has the most savings?
Answer: Kenneth

Arrange the names according to the amount saved in descending order.
Answer: Kenneth, Kelvin, Rapha, June, Theon

3. Lesson Activity

A. Arrange the following numbers in ascending order. Write numbers 1 to 4 below each number, with 1 having the smallest value.

1.	435,281	453,271	455,212	435,821
	___	___	___	___
2.	1,000,000	812,991	762,213	72,921
	___	___	___	___
3.	67,234	76,263	76,552	67,218
	___	___	___	___
4.	341,000	500,000	620,000	600,000
	___	___	___	___
5.	100,000	10,000	1,000,000	1,000
	___	___	___	___

B. Arrange the following in descending order. Rewrite them on the space provided.

1. 972,982 , 56,293 , 54,274 , 884,221

___ , ___ , ___ , ___

See Worksheet Activity 2
Answers (Lesson Activity): A.
1. 1,3,4,2
2. 4,3,2,1
3. 2,3,4,1
4. 1,2,4,3
5. 3,2,4,1

B.
1. 972,982;884,221;56,293; 54,274

2. 500,000;534,361;345,954; 345,559

3.76,219;19,251;9,992;9,213
4. 1,000,000;711,290;600,000; 426,711

5. 821,933;821,931;812,993; 812,931

	2. 345,954, 345,559, 435,361, 500,000 3. 76,219, 9,213, 9,992, 19,251 4. 426,711, 711,290, 600,000, 1,000,00 5. 821,931, 812,931, 812,993, 821,933 C. Read the word problems then answer the questions that follow. 1. Below are the names of the top 5 tallest mountains in the world. Arrange them according to their height in descending order. - K2 - 8,611 meters - Lhotse - 8,516 meters - Mount Everest - 8,849 meters - Kangchenjunga - 8,586 meters - Makalu - 8,485 meters	C. 1. Mount Everest, K2, Kangchenjunga, Lhotse, Makalu 2. Vaduz, Liechtenstein; Jericho, West Bank; San Marino; Monaco; Werdenberg, Switzerland

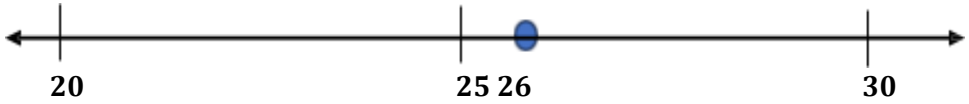
	2. There are 16 cities with the smallest populations in the world, according to the website The Travel. Some of these cities include Werdenberg, Switzerland, with 41,284 population; San Marino, with 33,626; Monaco, with 36,217; Jericho, West Bank with 19, 783; and Vaduz, Liechtenstein, with 5,818 population. Arrange the names of these countries according to their population in ascending order. **DAY 4** **SUB-TOPIC 3: Rounding numbers to the nearest hundred thousands** **1. Explicitation** Read and analyze the given word problem. Ms. Gomez would like to bake a cake as a birthday giveaway. She is expecting 26 visitors. She needs small boxes for the cakes. The boxes are sold in packages of 10. How many packages should she buy?	

Consider the following scenarios:

If Ms. Gomez buys two packages of 10 each, she will have 20 small boxes, and six cakes will have no boxes. If she buys three packages of 10 each, she will have 30 small boxes, and all 26 cakes will have boxes. There will be four extra boxes. If you were Ms. Gomez, what would you buy?

Answer: three packages

Using a number line:



26 is closer to 30 than to 20. Hence, 26 rounds to 30.

The use of the number line can help learners visualize and better understand the concept and process of rounding numbers.

In this case, we replace the number with its nearest multiple of 10.

Rounding numbers involves finding the closest whole number to the actual number. It is an approximation to the original value.

2. Worked Example

When rounding numbers, we can either round up or round down, depending on the nearest digit of the place value to be rounded.

Round up

When the digit to the right of the rounding digit is 5-9, we add 1 to the rounding digit. This is called rounding up.

The teacher will guide learners in coming up with the rules for rounding numbers.

Example 1: Round 38,612 to the nearest thousand.

Identify the digit in the thousands place (rounding digit). In 38,612, the digit in the thousands place is 8. Look at the digit to the right of the thousands place, which is the hundreds. If the digit in the hundreds place is 5 or above, add 1; if 4 and below, retain. The digit in the hundreds place is 6. Since 6 is greater than 5, increase 38 by 1, making it 39. Finally, replace all the digits to the right with zeros. Therefore, 38,612 rounded to the nearest thousand is 39,000.

Example 2: Round 195,248 to the nearest ten thousand.

	Identify the digit in the ten thousands place (rounding digit). In 195,248, the digit in the ten thousands place is 9. Look at the digit to the right of the ten thousands place, which is the thousands. If the digit in the thousands place is 5 or above, add 1; if 4 and below, retain. The digit in the thousands place is 5. Since it is 5, increase 19 by 1, making it 20. Finally, replace all the digits to the right with zeros. Therefore, 195,248 rounded to the nearest ten thousand is 200,000. *Example 3:* Round 475,026 to the nearest hundred thousand. Identify the digit in the hundred thousands place (rounding digit). In 475,026, the digit in the hundred thousands place is 4. Look at the digit to the right of the hundred thousands place, which is the ten thousands. If the digit in the ten thousands place is 5 or above, add 1; if 4 and below, retain. The digit in the ten thousands place is 7. Since 7 is greater than 5, increase 4 by 1, making it 5. Finally, replace all the digits to the right with zeros. Therefore, 475,026 rounded to the nearest hundred thousand is 500,000. **Round down** When the digit to the right of the rounding digit is 0-4, we retain the rounding digit. This is called rounding down. Example 1: Round 172,975 to the nearest ten thousand. Identify the digit in the ten thousands place (rounding digit). In 172,975, the digit in the ten thousands place is 7. Look at the digit to the right of the ten thousands place, which is the thousands. If the digit in the thousands place is 5 or above, add 1; if 4 and below, retain. The digit in the thousands place is 2. Since 2 is less than 5, retain 17. Finally, replace all the digits to the right with zeros. Therefore, 172,975 rounded to the nearest ten thousand is 170,000. *Example 2*: Round 56,428 to the nearest thousand. Identify the digit in the thousands place (rounding digit). In 56,428, the digit in the thousands place is 6. Look at the digit to the right of the thousands place, which is the hundreds. If the digit in the hundreds place is 5 or above, add 1; if	

4 and below, retain. The digit in the hundreds place is 4. Since 4 is less than 5, retain 56. Finally, replace all the digits to the right with zeros. Therefore, 56,428 rounded to the nearest thousand is 56,000.

Example 3: Round 919,317 to the nearest hundred thousand.

Identify the digit in the hundred thousands place (rounding digit). In 919,317, the digit in the hundred thousands place is 9. Look at the digit to the right of the hundred thousands place, which is the ten thousands. If the digit in the ten thousands place is 5 or above, add 1; if 4 and below, retain. The digit in the ten thousands place is 1. Since 1 is less than 5, retain 9. Finally, replace all the digits to the right with zeros. Therefore, 919,317 rounded to the nearest hundred thousand is 900,000.

Based on these examples, how do we round whole numbers? To round a whole number:

1. Identify the rounding digit.
2. Look at the digit to the right of the rounding digit.
3. If the digit to the right of the rounding digit is 5 or above, add 1 and replace all the digits to its right with zeros.
4. If the digit to the right of the rounding digit is less than 5, retain it, then replace all the digits to its right with zeros.

Word problems on Rounding Numbers

Do what is asked.

1. The San Jose National High School has a population of 26,147 students in 2024. Round the number to the nearest thousand.
   Answer: 26,000

2. According to the Department of Agriculture, 163,189 kilograms of vegetables were sold in January 2024, assisting 93 farmers from the provinces of Mt.Province, Benguet, and Ifugao. Round the underlined number to the nearest hundred thousand.
   Answer: 200,000

	3. Lesson Activity A. Complete the table B. Read the following word problems. Do what is asked. 1. According to the Philippine Statistics Authority (PSA), the population of Mexico, Pampanga, in 2020 was 173,400. Round the number to the nearest hundred thousand. 2. A Non-government Organization received a total donation of Php 982,825 for its back-to-school program. Round the given amount to the nearest ten thousand.	See Worksheet 3 **Answer key (Lesson Activity)** A. *Round to the nearest...* Hundred thousand | Ten thousand | thousand 300,000 | 350,000 | 346,000 1,000,000 | 980,000 | 976,000 300,000 | 250,000 | 254,000 700,000 | 730,000 | 730,000 800,000 | 810,000 | 811,000 B. 1. 200,000 2. 980,000

D. Making Generalizations	**1. Learners' Takeaways** The teacher will guide the pupils in completing this table.	

Whole Number	*Round to the nearest…*		
	Hundred thousand	Ten thousand	thousand
1) 345,961			
2) 975,887			
3) 254,153			
4) 729,624			
5) 810,925			

Key Ideas/Concepts	*What I've Learned from the Discussion*	*Concepts that are Somewhat Confusing*	*Concepts I Totally Don't Understand*
Comparing numbers up to 1 000 000 using =, < and >.			

Ordering numbers up to 1 000 000 in descending or ascending order.			

	2. Reflection on Learning Give instances of using the skills of comparing, ordering, and rounding numbers in real-life situations. Possible answers: ● When shopping, we often compare prices and choose the most cost-effective option. ● We compare different outfits depending on the weather, occasion, and comfort. ● When we decide on what to eat, we compare the nutritional value, taste, and cost ● When planning an event, we estimate the number of visitors or guests to ensure we have enough food and accommodation ● When buying supplies, we estimate the quantity of supplies we need considering our budget	The teacher must guide the learners in this part so that these ideas can be elicited from them.

Rounding numbers to the nearest hundred thousand			

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		**NOTES TO TEACHERS**
A. Evaluating Learning	**DAY 5** **1. Formative Assessment** A. Compare the following using the symbols <, >, or =. 1. 567,123 _____56,723 2. 1,000,000 _____989,231 3. 872,912 _____872,921 4. 42,788 _____42,887 5. 525,464 _____525,464 B. Arrange the numbers in ascending order	See Worksheet 4 **Answer Key:** A. 1.> 2.> 3.< 4.< 5.=

	1. 100,000 200,000 152,000 10,000 2. 45,627 45,726 54,756 54,657	B. 1.10,000;100,000;152,000; 200,000 2.45,627;45,726;54,657;54,756

	3. 721,812 710,000 800,000. 650,000 _____ C. Arrange the numbers in descending order 1. 9,245 10,271 8,000 7,888 _____ 2. 23,776 19,773 20,000. 22,000 _____ 3. 672,883 700,020 800,023 546,997 _____ D. Round the numbers to the nearest _____. 1. 541 509 (thousands) _____ 2. 108 785 (hundred thousands). _____ 3. 610,597 (hundreds) _____ 4. 118,234 (ten thousands) _____ E. Read the following problems. Do what is asked. 1. Kim received a discount of Php 150,000 on her house, while Kelvin got a discount of Php 145,900 on a similar house unit. Who got a bigger discount? 2. In 2022, the Mallari family spent Php 75,500 on their electric bill for 12 months or one year. In 2023, the family spent Php 890,000 for the whole year on electric bills. In which year did the family spend less on electric bills? 3. According to the Philippine Statistics Authority, the 2020 population of five towns in Pampanga are as follows: Apalit—117,160, Arayat—144,875, Bacolor—48,066, Candaba—119,497, Florida Blanca—135,542. Arrange the towns according to their population in ascending order. 4. According to The Global Economy website, the land areas of the following Asian countries, excluding areas under inland water bodies, national claims to continental shelf, and exclusive economic zones, are as follows: Vietnam - 313,429 square kilometers, Laos - 230,800 square kilometers, Thailand - 510,890 square kilometers, Brunei - 5,270 square kilometers, and Malaysia - 328,550 square kilometers. Arrange the countries from the largest to the smallest land area.	3.650,000;710,000;721,812; 800,000 C. 1.10,271;9,245;8,000;7,888 2.23,776;22,000;20,000;19,773 3.800,023;700,020;672,883; 546,997 D. 1.542,000 2.100,000 3.610,600 4.120,000 E. 1. Kim 2. 2022 3. Bacolor, Apalit, Candaba, Florida Blanca, Arayat 4. Thailand, Malaysia, Vietnam, Laos, Brunei 5.3,000 6.Php 48,900

<table>
<tr><td></td><td colspan="3">5. According to the Guinness World Record, Burj Khalifa is the tallest building in the world, at 2,716 feet. It is more than twice the height of the Empire State Building and almost three times the size of the Eiffel Tower. Round the given number to the nearest thousand.
6. In 2023, Theon's savings amounted to Php 48,930. Round this amount to the nearest hundred.

2. Homework (Optional)</td><td></td></tr>
<tr><td rowspan="5">B. Teacher's Remarks</td><td>Note observations on any of the following areas:</td><td>Effective Practices</td><td>Problems Encountered</td><td rowspan="5">The teacher may take note of some observations related to the effective practices and problems encountered after utilizing the different strategies, materials used, learner engagement, and other related stuff.

Teachers may also suggest ways to improve the different activities explored/lesson exemplar.</td></tr>
<tr><td>strategies explored</td><td></td><td></td></tr>
<tr><td>materials used</td><td></td><td></td></tr>
<tr><td>learner engagement/ interaction</td><td></td><td></td></tr>
<tr><td>others</td><td></td><td></td></tr>
<tr><td>C. Teacher's Reflection</td><td colspan="3">Reflection guide or prompt can be on:
• <u>principles behind the teaching</u>
What principles and beliefs informed my lesson? Why did I teach the lesson the way I did?

• <u>students</u>
What roles did my students play in my lesson? What did my students learn? How did they learn?

• <u>ways forward</u>
What could I have done differently? What can I explore in the next lesson?</td><td>Teacher's reflection in every lesson conducted/facilitated is essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.</td></tr>
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