MATATAG K to 10 Curriculum Weekly Lesson Log



School	Grade Level	
Name of Teacher	Learning Area	Mathematics
Teaching Dates and Time	Quarter	Quarter 1/ Week 5

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES						
A. Content Standards	The learners should have knowledge and understanding of					
	order numbers up to 20 from smallest to largest, and vice versa.					
B. Performance	By the end of the quarter, the learners are able to					
Standards	use ordinal numbers up to 10th to describe position.					
C. Learning	Describe the position of o	bjects using ordinal numbe	ers: 1st, 2nd, 3rd, up to 10th.			
Competencies						
	Describe the position of	Describe the position of	Describe the position of	Describe the position of		
D. Learning Objectives	objects using ordinal	objects using ordinal	objects using ordinal	objects using ordinal		
	numbers: 1st, 2nd, 3rd,	numbers: 1st, 2nd, 3rd,	numbers: 1st, 2nd, 3rd, up	numbers: 1st, 2nd, 3rd, up		
	up to 10th.	up to 10th.	to 10th.	to 10th.		
II. CONTENT FOCUS	Ordinal Numbers	Ordinal Numbers	Ordinal Numbers	Ordinal Numbers	Catch Up Friday	
III. LEARNING RESOURCE	S					
A. References	MATATAG Curriculum	MATATAG Curriculum	MATATAG Curriculum	MATATAG Curriculum		
	Mathematics CG 2023	Mathematics CG 2023	Mathematics CG 2023	Mathematics CG 2023		
	Pahina 23	Pahina 23	Pahina 23	Pahina 23		
B. Other Learning	power point	power point	power point presentation,	power point presentation,		
Resources	presentation, activity	presentation, activity	activity sheets, pictures,	activity sheets, pictures,		
	sheets, pictures, video	sheets, pictures, video	video presentation	video presentation		
	presentation	presentation				
IV. TEACHING AND LEARN	NING PROCEDURES					
Before/Pre-Lesson Proper						
Activating Prior Knowledge	Ask:	Ask:	Ask:	Let's watch!		
	What event is shown in	Where do you think the	What do you do when there	https://www.youtube.com		
	the picture?	family is?	are many children who	/watch?v=tbKVdjM-hnw		
			wants to buy food in the			
	HALLOWEEN PARTY		canteen?			
		2000	1 11 11			
			Why should you wait for			
			your turn?			





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Lesson Purpose/Intention	Today, we are going to dress up costumes for Halloween and to learn ordinal numbers.	Today, we are going to visit and explore the zoo, and to learn ordinal numbers.	Today, we are going to learn the ordinal numbers.	Ask: 1. What is the frog's name? 2. Where is he going? 3. How many stones he needs to jump in order to reach Duckey? Today, we are going to learn the ordinal numbers.
Lesson Language Practice	Unlocking of Difficulties: >describe - give an account in words of (someone or something), including all the relevant characteristics, qualities, or events.	Unlocking of Difficulties: >arrange - put (things) in a neat, attractive, or required order.	Unlocking of Difficulties: >spell out - to make clear, distinct, or explicit; clarify in detail.	Unlocking of Difficulties: >order - the arrangement or disposition of people or things in relation to each other according to a particular sequence, pattern, or method.
During/Lesson Proper				
Reading the Key Idea/Stem	Direction: Read the story and answer the following question. The Halloween Party Program The Grade 1 SSES Class has a Halloween program. Ten children will wear their favorite Halloween costume for the program. They will stand up in front of the class one by one. The first one who stands up is Mary. The second	Direction: Read the short story and answer the following question. Jason's Family Jason and his family went to the zoo. He saw different kinds of animals there. He first saw the monkey. Second is the horse. Third is the elephant. Fourth is the bird. Fifth is the turtle. Sixth is the lion. Seventh is the snake. Eighth is the crocodile. Ninth is the rhinoceros and the	Let's try this! Ask 10 pupils to stand in front of the class and let them form a line. The class will identify themselves by their names. Ask the students: 1. Who is number 1 in the line? What is his/her position? 2. Who is number 2 in the line? What is his/her position? 3. Who is number 3 in the line? What is his/her	Direction: Take a look at the picture below and answer the following question. Ben Sam Joe Ask the student: 1. Question: Who got the first position? Answer: 2. Question: Who got the second position?
	up is Mary. The second who stands up is	the rhinoceros and the tenth one is the giraffe.	line? What is his/her position?	second position? Answer:



Marlon. Repeat the process for the third, fourth, fifth, sixth, seventh, eighth, ninth, and tenth child.



Ask:

Whose costume do you like the most? Why?
 Do you also have a favorite costume?
 Describe it.

Ask:

Can you name all the animals that Jason's saw from first to tenth?



- 4. Who is number 4 in the line? What is his/her position?
- 5. Who is number 5 in the line? What is his/her position?
- 6. Who is number 6 in the line? What is his/her position?
- 7. Who is number 7 in the line? What is his/her position?
- 8. Who is number 9 in the line? What is his/her position?
- 9. Who is number 9 in the line? What is his/her position?
- 10. Who is number 10 in the line? What is his/her position?

3. Question: Who got the third position?

third position?
Answer:

Developing Understanding of Key Idea/Stem

Direction: Observe the children who wear costumes carefully then answer the following questions.



Ask:

What do you observe about what are written below the names of the children? Direction: Observe the animals below then answer the following questions.

What animal is....
5th from the left?
9th from the left?
1st from the left?
6th from the left?
3rd from the left?
10th from the left?
4th from the left?
7th from the left?
2nd from the left?
8th from the left?



Direction: Look at the pictures below.



Ask:

Name the objects from left to right? What object positioned in 7th? 2nd? 10th? 4th? and 8th?

Direction: Take a look at the picture below and answer the following question.



Ask the student:

- 1. Question: Which teddy is first from the right? Answer:
- 2. Question: Which teddy is second from the right? Answer:
- 3. Question: Which teddy is third from the right?
 Answer: _____





Deepening Understanding of Key Idea/ Stem	Who is the first child to stand up? Who is the seventh child to stand up? Who is the fifth child to stand up? Who is the tenth child to stand up? Who is the third child to stand up? Who is the eighth child to stand up? Who is the second child to stand up? Who is the second child to stand up? Who is the sixth child to stand up? Who is the fourth child to stand up? Who is the fourth child to stand up? Who is the ninth child to stand up? Below are the ordinal numbers shown in symbol and in words.	Ask the students:	Ask the students:	4. Question: Which teddy is fourth from the right? Answer: Question: Which teddy is fifth from the right? Answer: Read the ordinal words from first to tenth. First	
	Read each ordinal number after me. 1st first second third fourth fifth sixth seventh	□ What do you call these numbers that tell the position of an object or a person in a given set?	numbers tell us? Can you recite the order of the numbers from first to tenth? Can you spell out the order of the	 □ Second □ Third □ Fourth □ Fifth □ Sixth □ Seventh □ Eighth □ Ninth 	
ACt - v/D- v/ I	Sth eighth ባቲኩ ninth 10th tenth		numbers from first to tenth?	□ Tenth	_
After/Post-Lesson Proper					
Making Generalizations and Abstractions	Remember: Ordinal numbers are numbers that show	Remember: Ordinal numbers are numbers that show	Remember: Ordinal numbers are numbers that show	Remember: Ordinal numbers are numbers that show	



	position or order in a	position or order in a	position or order in a	position or order in a	
	*	•	•	1	
	sequence.	sequence.	sequence.	sequence.	
Evaluating Learning	Direction: Write the ordinal number of each picture inside the box.	Direction: Look at the order below and cut out the ordinal number and paste it next to the correct animal. Ist 2nd 3rd 4th 5th 6th 7th 8th 9th 10th	Direction: Write the corresponding ordinal numbers and ordinal words of each animal. Ordinal Numbers Ordinal Words 1. Ordinal Numbers Ordinal Words 2. 3. 4. 6. 5. 6. 6. 6. 6. 6. 6. 6. 6. 6. 6	Direction: Write the ordinal number of the circled object.	
Additional Activities for Application or Remediation (If Applicable)					
Remarks					
Reflection					
Assignment	Direction: Write the ordinal number indicated by the colored fruit.	Direction: Color according to the flower's position. ON Appendix Color according to the flower's position. IND ON Appendix Color according to the flower's position. ON Appendix Color according to the flower's position. ON Appendix Color according to the flower's position. ON Appendix ON ON ON ON ON Appendix ON O	Direction: Draw lines between the ordinal numbers and their ordinal words. 1st fourth 2nd eighth 3rd second 4th tenth 5th first 6th third 7th ninth 8th fifth 9th seventh 10th	Direction: Write the ordinal symbols and ordinal words from first to tenth in your notebook.	



