 <b>MATATAG</b> <b>K to 10 Curriculum</b> <b>Weekly Lesson Log</b>	<b>School:</b>		<b>Grade Level:</b>	<b>5</b>
	<b>Name of Teacher</b>		<b>Learning Area:</b>	<b>MATHEMATICS</b>
	<b>Teaching Dates and Time:</b>	<b>SEPTEMBER 8 - 12, 2025 (WEEK 3)</b>	<b>Quarter:</b>	<b>Second</b>

## I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES

<b>A. Content Standards</b>	<i>The learner should have knowledge and understanding of decimal numbers with decimal parts up to ten thousandths.</i>
<b>B. Performance Standards</b>	<i>By the end of the quarter, the learners are able to compare, order, and round decimals to the nearest one thousandth.</i>
<b>C. Learning Competencies and Objectives</b>	<ol style="list-style-type: none"> <li>Determine: <ol style="list-style-type: none"> <li>the place value to ten thousandths of a digit in a given decimal number,</li> <li>the value of a digit, and</li> <li>the digit of a number, given its place value.</li> </ol> </li> <li>Read and write decimal numbers with decimal parts to ten thousandths.</li> </ol>
<b>C. Content</b>	Decimal Numbers with Decimal Parts up to Ten Thousandths
<b>D. Integration</b>	Counting Money

## II. LEARNING RESOURCES

Base 10 Blocks (Thousands)-Kaleidospia [Photograph].<https://kaleidospia.com/products/base-10-blocks-thousands>

International Bank Note Society. (n.d.). Title of the article. Retrieved from  
[https://www.theibns.org/joomla/index.php?option=com\\_content&view=article&id=862&catid=13&Itemid=51](https://www.theibns.org/joomla/index.php?option=com_content&view=article&id=862&catid=13&Itemid=51)

Philippine ten-peso coin, Wikipedia [Photograph]. [https://en.wikipedia.org/wiki/Philippine\\_ten-peso\\_coin](https://en.wikipedia.org/wiki/Philippine_ten-peso_coin)

Place Value. Winston-Salem/Forsyth County School. Retrieved March 19, 2024, from  
<https://www.wsfcs.k12.nc.us/cms/lib/NC01001395/Centricity/Domain/9064/5th%20grade%20math%20website.pdf>

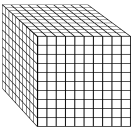
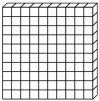


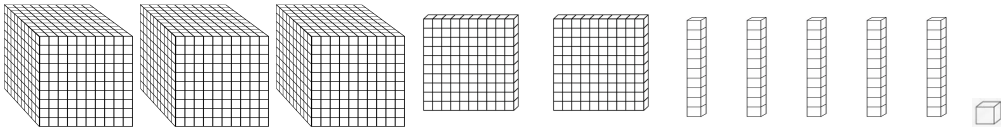


Ten-Centavo Philippine Coin on the White Background, Stock Photo 123RF [Photograph].  
[https://www.123rf.com/photo\\_3583166\\_ten-centavo-philippine-coin-on-white-background.html](https://www.123rf.com/photo_3583166_ten-centavo-philippine-coin-on-white-background.html)

"Which balance measurement can achieve a precision scales 0.0001 g?" (n.d.). Want Balance. Retrieved from  
[https://www.wantbalance.com/new\\_detail/nid/85832.html](https://www.wantbalance.com/new_detail/nid/85832.html)

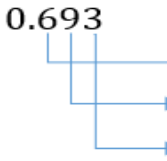
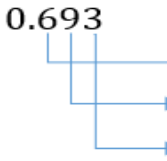
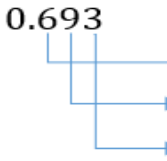
505 Base 10 Blocks Royalty-Free Images, Stock Photos Shutterstock [Photograph].  
<https://www.shutterstock.com/zh/search/base-10-blocks?page=2>

1,633 One Peso Coin Images, Stock Photos, 3D Objects Shutterstock[Photograph].  
<https://www.shutterstock.com/zh/search/philippine-peso-coin>

Other Resources needed: Blocks, Bills and Coins, Place Value Chart, Place Value Disk (if available)

III. TEACHING AND LEARNING PROCEDURE	NOTES TO TEACHERS
<p><b>A. Activating Prior Knowledge</b></p> <p><b>Day 1</b>  <b>Short Review</b></p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">               1) Let <math>= 1 \text{ ten}</math> </div> <div style="text-align: center;">   <math>= 1 \text{ one or unit}</math> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"> <div style="text-align: center;">   <math>= 1 \text{ tenth}</math> </div> <div style="text-align: center;">   <math>= 1 \text{ hundredth}</math> </div> </div> <p>What decimal number is represented by the set of blocks?</p> <div style="text-align: center; margin-top: 20px;">  </div> <p>2) Represent 27.30 pesos using bills and coins.              3) Write the following decimals in the Place Value Chart below.</p>	<p>Review how to read and write decimals up to hundredths of a place.</p> <p>Answers to the Short Review Activity:</p> <p>1) 32.51</p> <div style="text-align: center; margin-top: 10px;">  </div> <p>2)</p> <div style="text-align: center; margin-top: 10px;">  </div> <p>3)</p>



	<p>The constant <math>\pi</math> has an approximate value of 3.1416. This number is read as “Three and one thousand four hundred sixteen ten thousandths”.</p> <p><b>2. Unlocking Content Area Vocabulary</b></p> <p>The constant <math>\pi</math> has an approximate value of 3.1416.</p> <p><b>Decimal</b> comes from the Latin word <i>decimus</i> which means tenth.</p> <p><b>Place Value</b> is the position of a digit in a number.</p> <p><b>Value</b> refers to what a digit is worth in a given number. The <b>value of a digit</b> is based on its place value.</p>	<p>Ask the learners if they recognize the term and explain that it will be covered in Grade Six.</p> <p>The constant <math>\pi</math> is related to Circles.</p>																																																													
<b>C. Developing and Deepening Understanding</b>	<p><b>SUB-TOPIC 1: Place Value and Value of a Digit in a Decimal Number up to Ten Thousandths</b></p> <p><b>1. Explicitation</b></p> <p>Each digit in a number corresponds to a place value and has a value determined by its place.</p> <p>The place value next to hundredths is thousandths and the place value next to it is ten thousandths.</p> <p><b>Example 1:</b> Write 0.693 in the place value chart and determine the place value and value of each digit.</p> <table><tr><th>Tens</th><th>Ones</th><th>.</th><th>Tenths</th><th>Hundredths</th><th>Thousandths</th></tr><tr><td></td><td>0</td><td>.</td><td>6</td><td>9</td><td>3</td></tr></table> <p><b>Example 2:</b> Write 4.1707 in the place value chart and determine the place value and value of each digit.</p> <table><tr><th>Tens</th><th>Ones</th><th>.</th><th>Tenths</th><th>Hundredths</th><th>Thousandths</th><th>Ten Thousandths</th></tr><tr><td></td><td>4</td><td>.</td><td>1</td><td>7</td><td>0</td><td>7</td></tr></table>	Tens	Ones	.	Tenths	Hundredths	Thousandths		0	.	6	9	3	Tens	Ones	.	Tenths	Hundredths	Thousandths	Ten Thousandths		4	.	1	7	0	7	<p>Ask learners to answer the given examples. This can also be done through group activity.</p> <p><b>Example 1</b></p> <table><tr><th>Tens</th><th>Ones</th><th>.</th><th>Tenths</th><th>Hundredths</th><th>Thousandths</th></tr><tr><td></td><td>0</td><td>.</td><td>6</td><td>9</td><td>3</td></tr></table> <p>Place Value and Value of each digit in 0.693:</p> <table><tr><td rowspan="3"></td><td>Place Value</td><td>Value</td></tr><tr><td>tenths</td><td>0.6</td></tr><tr><td>hundredths</td><td>0.09</td></tr><tr><td>thousandths</td><td>0.003</td></tr></table> <p><b>Example 2:</b></p> <table><tr><th>Tens</th><th>Ones</th><th>.</th><th>Tenths</th><th>Hundredths</th><th>Thousandths</th><th>Ten Thousandths</th></tr><tr><td></td><td>4</td><td>.</td><td>1</td><td>7</td><td>0</td><td>7</td></tr></table>	Tens	Ones	.	Tenths	Hundredths	Thousandths		0	.	6	9	3		Place Value	Value	tenths	0.6	hundredths	0.09	thousandths	0.003	Tens	Ones	.	Tenths	Hundredths	Thousandths	Ten Thousandths		4	.	1	7	0	7
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**Example 3:** Write 5.555 in the place value chart and determine the place value and value of each digit.

Ones	.	Tenths	Hundredths	Thousandths

## Day 2

### 2. Worked Example

Try the following activity:

Recall the Place Value Chart then determine the place value and value of the underlined digit.

1. 6.987
2. 0.345
3. 2.4361
4. 1.9632

Answers:

1. 8 - hundredths, 0.08
2. 5 - thousandths, 0.005
3. 4 - tenths, 0.4
4. 2 - ten thousandths, 0.0002

### 3. Lesson Activity

Write the correct answer on the line provided.

1. In 23.9872, digit 8 is in the \_\_\_\_\_ place.

4.1707

Place Value	Value
ones	4
tenths	0.1
hundredths	0.07
thousandths	0.000
ten thousandths	0.0007

### Example 3:

Ones	.	Tenths	Hundredths	Thousandths
5	.	5	5	5

5.555

Place Value	Value
Ones	5
Tenths	0.5
Hundredths	0.05
Thousandths	0.005

The teacher may also explain that:

Ones	.	Tenths	Hundredths	Thousandths
5	.	5	5	5

Place value  
**increases 10x**  
with each shift  
to the **left**.

Place value  
**decreases 10x**  
with each shift  
to the **right**.

Hence, the digit 5 in one place is ten times the digit 5 in the tenth place, while the digit 5 in the thousandth place is one-tenth of the digit 5 in the hundredth place.

**See Learning Activity Sheet 1**

- The value of digit 8 is \_\_\_\_\_.
2. In 67.3459, digit 9 is in the \_\_\_\_\_ place.  
The value of digit 9 is \_\_\_\_\_.
3. In 0.3457, digit 3 is in the \_\_\_\_\_ place.  
The value of digit 3 is \_\_\_\_\_.
4. In 1.092, digit 1 is in the \_\_\_\_\_ place.  
The value of digit 1 is \_\_\_\_\_.
5. In 21.345, digit 5 is in the \_\_\_\_\_ place.  
The value of digit 5 is \_\_\_\_\_.

### Day 3

## SUB-TOPIC 2: Identifying the Digit Given Its Place Value

### 1. Explication

Each digit in a number corresponds to a place value.

*Fill-in the missing place values in the chart.*

Hundreds	?	Ones	.	?	?	Thousandths	?
----------	---	------	---	---	---	-------------	---

*Give the digit corresponding to the indicated place value.*

- a) 8.564          thousandths  
b) 0.723          tenths  
c) 16.2011        tens  
d) 4.6529        ten thousandths

### 2. Worked Example

Answer the following:

**Example 1:** Given the decimal 38.0672:

- a) What is the digit in the hundredths place? in the thousandths place?

Answers:

1. hundredths; 0.08  
2. ten thousandths; 0.0009  
3. tenths; 0.3  
4. ones; 1  
5. thousandths; 0.005

### SUB-TOPIC 2

Answers to Explication

Hundreds	Tens	Ones	.	Tenths	Hundredths	Thousandths	Ten Thousandths
----------	------	------	---	--------	------------	-------------	--------------------

- a) 4  
b) 7  
c) 1  
d) 9

Answers to Worked Example

Example 1

- a) 6; 7  
b) 0.06; 0.007

Example 2

- a) 9; 3  
b) 900; 0.0003

- b) What is the value of the digit in the hundredths place? in the thousandths place?

**Example 2:** Given the decimal 987.1563:

- a) What is the digit in the hundreds place? in the ten thousandths place?  
b) What is the value of the digit in the hundreds place? in the ten thousandths place?

### 3. Lesson Activity

Write the correct answer on the line provided.

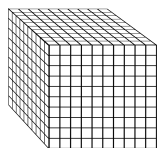
1. In 132.8765, digit \_\_\_\_\_ is in the thousandths place.
2. In 1.6534, digit \_\_\_\_\_ is in the ten thousandths place.
3. In 23.7654, digit \_\_\_\_\_ is in the ones place.
4. In 574.8643, digit \_\_\_\_\_ is in the tens place.
5. In 34.9876, digit \_\_\_\_\_ is in the hundredths place.

### Day 4


#### SUB-TOPIC 3: Reading and Writing Decimal Numbers Up to Ten Thousandths

##### 1. Explication

- A. Study the illustration then fill-in the blank with the correct number.



This block is made up of 1,000 units.

 This is a unit. It is 0.001 (one thousandth) of a block. Therefore,

 is \_\_\_\_\_ of a block.

### See Learning Activity 2

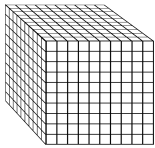
Answers:

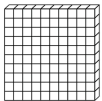


1. 6
2. 4
3. 3
4. 7
5. 8

It is important to note that in this part, the base ten blocks represent different values. A block or cube represents ones, a flat represents tenths, a rod or long represents hundredths and a unit represents thousandths.

Answer to Explication

A. 0.004 (four thousandths)

This time, if  represents 1 whole, then,

 = 1 tenth       = 1 hundredth    and     = 1 thousandth

Decimal numbers may be written in figures/numerals or words.

*To read a decimal number, read the whole number part first then read the decimal point as “and”, finally, say the place value of the last digit.*

Example: 45.082 is read as “forty-five and eighty-two thousandths”.

B. Write the following numbers in figures/numerals.

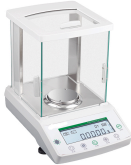
- a) Twenty-five thousandths \_\_\_\_\_
- b) One hundred fifty thousandths \_\_\_\_\_
- c) Three and two thousandths \_\_\_\_\_
- d) Five and eighty-two thousandths \_\_\_\_\_
- e) Forty-four and ninety-two thousandths \_\_\_\_\_

C. A millimeter is 0.001 of a meter.  
Show 1mm or 0.001m using a meter stick and ruler.

- a) Can you think of objects measuring about 0.001 meter?
- b) How would you write 0.001 in words?

D. Analytical balances can usually achieve an accuracy of 0.0001 gram. Analytical balances are designed for high precision and precision weighing and are used in scientific, educational and industrial laboratories.

- a) Is 1 milligram heavier or lighter than 0.0001 gram?
- b) Can you think of objects that can weigh about 1 mg?
- c) How would you write 0.0001 in words?



E. Write the following in figures/numerals:

- B.
- a) 0.025
  - b) 0.150
  - c) 3.002
  - d) 5.082
  - e) 44.092
- C.
- a) sharp pencil point; tip of a sewing needle
  - b) one thousandth
- D.
- a) heavier
  - b) feather, cotton, grain of sand, powder
  - c) one ten thousandth
- E.
- a) 0.0007
  - b) 12.0086
  - c) 0.0109
  - d) 1.0026
  - e) 12.0933



- a) Seven ten thousandths
- b)                       
Twelve and eighty-six ten thousandths
- c)                       
One hundred nine ten thousandths
- d)                       
One and twenty-six ten thousandths
- e)                       
Twelve and nine hundred thirty-three ten thousandths

## 2. Worked Examples

A. Read and answer the following:



A 1 000 peso-bill can be exchanged with 1 000 one-peso coins.

- a) What is one thousandth of 1 000 pesos?
- b) How much is 75 thousandths of 1 000 pesos?

B. Write the numbers in the Place Value Chart then write in words.

- a) 0.057                      b) 702.316                      c) 45.1922

Hundreds	Tens	Ones	.	Tenths	Hundredths	Thousandths	Ten Thousandths

Answers to Worked Examples

A.

- a) 1 peso
- b) 75 pesos

B.

Hundreds	Tens	Ones	.	Tenths	Hundredths	Thousandths	Ten Thousandths
		0	.	0	5	7	
7	0	2	.	3	1	6	
	4	5	.	1	9	2	2

Word Form

- a) fifty-seven thousandths
- b) seven hundred two and three hundred sixteen thousandths
- c) forty-five and one thousand nine hundred twenty-two ten thousandths

	<p>Word Form:</p> <p>a) _____</p> <p>b) _____</p> <p>c) _____</p> <p><b>Day 5</b></p> <p><b>3. Lesson Activity</b></p> <p>Write the following words in figures/numerals.</p> <p>a) Seventy-nine thousandths</p> <p>b) Two hundred fifteen thousandths</p> <p>c) Three and twelve thousandths</p> <p>d) four ten thousandths</p> <p>e) sixty-eight ten thousandths</p> <p>f) Two and five thousand seven hundred thirty-five ten thousandths</p>	<p><b>See Learning Activity Sheet 3</b></p> <p>Answers:</p> <p>a) 0.079                      b) 0.215                      c) 3.012</p> <p>d) 0.0004                    e) 0.0068                    f) 2.5735</p>
<b>D. Making Generalizations</b>	<p><b>1.Learners' Takeaways</b></p> <p>A. Explain how to read numbers with 3 decimal places.</p> <p>B. Explain how to read numbers with 4 decimal places.</p> <p><b>2.Reflection on Learning</b></p> <ul style="list-style-type: none"> <li>Give instances when these lessons can be of help to you.</li> </ul>	<p>Answers to Learners' Takeaways</p> <p>A. Read the whole number part, then read the decimal point as "and", then read the decimal part just like how you read whole numbers, then say "thousandths" (this is the place value of the last digit).</p> <p>B. Read the whole number part, then read the decimal point as "and", then read the decimal part just like how you read whole numbers, then say "ten thousandths" (this is the place value of the last digit).</p>

<b>IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION</b>		<b>NOTES TO TEACHERS</b>
<b>A. Evaluating Learning</b>	<p><b>Formative Assessment</b></p> <p>A. In 0.0358,</p> <p>a) Which is the thousandths digit?</p> <p>b) Which is the ten thousandths digit?</p>	<p>Answers:</p> <p>A. a) 5</p> <p>b) 8</p> <p>c) 0.005</p>

	c) What is the value of the thousandths digit? d) What is the value of the ten thousandths digit? e) which has a bigger value, the thousandths digit or ten thousandths digit?  B. Write the word form of 7.002. C. Write five and seventeen ten thousandths in figure/numeral.			d) 0.0008 e) thousandths digit  B. seven and two thousandths  C. 5.0017
<b>B. Teacher's Remarks</b>	<i>Note observations on any of the following areas:</i>	<b>Effective Practices</b>	<b>Problems Encountered</b>	Teachers are encouraged to record relevant observations or any critical teaching events that influence the attainment of the lesson objectives. Use or modify the provided template in recording the notable instructional areas or concerns.  In addition, notes here can also be on tasks that will be continued the next day or additional activities needed.
	<b>strategies explored</b>			
	<b>materials used</b>			
	<b>learner engagement/ interaction</b>			
	<b>others</b>			
<b>C. Teacher's Reflection</b>	<i>Reflection guide or prompt can be on:</i> <ul style="list-style-type: none"> <li>▪ <u>principles behind the teaching</u>  <i>What principles and beliefs informed my lesson?</i>  <i>Why did I teach the lesson the way I did?</i></li> <li>▪ <u>students</u>  <i>What roles did my students play in my lesson?</i>  <i>What did my students learn? How did they learn?</i></li> <li>▪ <u>ways forward</u>  <i>What could I have done differently?</i>  <i>What can I explore in the next lesson?</i></li> </ul>			Entries on this section are teacher's reflections about the implementation of the whole lesson, which will serve as input for the LAC sessions. Use or modify the provided guide questions in eliciting teacher's insights.