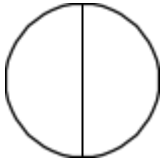
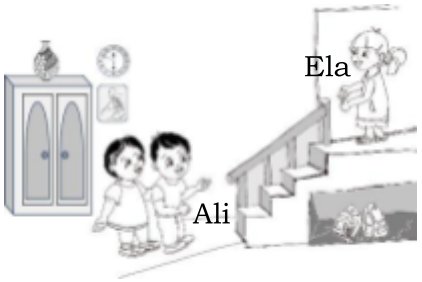
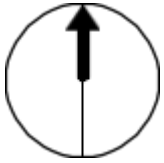
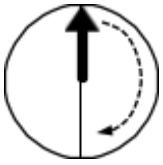
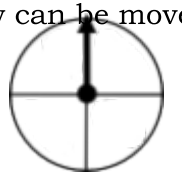
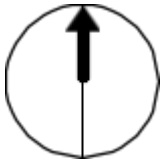
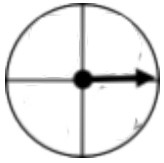
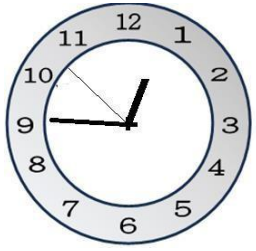
MATATAG K to 10 Curriculum Weekly Lesson Log	School:		Grade Level:	I
	Name of Teacher		Learning Area:	Mathematics
	Teaching Dates and Time:	MARCH 10-14, 2025 (WEEK 5)	Quarter:	Fourth

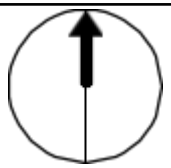
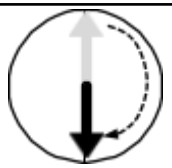
	DAY 1	DAY2	DAY 3	DAY 4
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES				
A. Content: Measurement and Geometry				
B. Content Standards	The learner should have knowledge and understanding of the movement of objects in half-turn or quarter-turn, in clockwise or counterclockwise direction			
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 counterclockwise direction.			
D. Learning Competencies	The learners identify the position of objects moved in half-turn or in quarter-turn, in clockwise or counterclockwise direction, given an initial facing direction.			
E. Learning Objectives	At the end of the lesson, the learner should be able to identify the position of objects around them.	At the end of the lesson, the learner should be able to describe and identify full and half-turn.	At the end of the lesson, the learner should be able to describe and identify quarter-turn.	At the end of the lesson, the learner should be able to describe movement in clockwise direction.
II. TEACHING AND LEARNING PROCEDURES				
Activating Prior Knowledge	This lesson will serve as both a review and an enrichment of the concepts of direction and position taken up in kindergarten.	Present a circular cutout to the learners, with a line segment dividing the circle into halves as shown below. 	Discuss the answers to **Assessment** **1.** The answers are provided in Day 2's Evaluating Learning section.	Discuss the answers to **Assessment 2**. The answers are provided in Day 3's Evaluating Learning section.

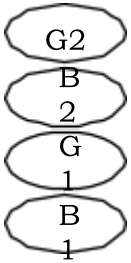
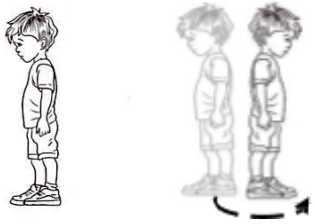
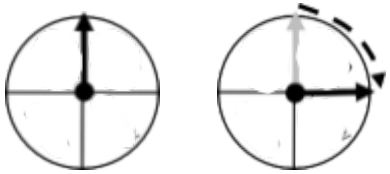
	Ask the learners to look around the classroom and tell where they can see the object or person you will mention. Encourage them to use phrases such as **to the left of**, **to the right of**, **in front of**, **behind**, and other related expressions to describe the position of the object or person.	Tell the learners that the circle was divided into two equal parts. Ask them what each part of the circular cutout represents. Then, let them explain what **one-half** means. This will help review their understanding of the concept of one-half.		

Lesson Purpose/ Intention	To tell the position of objects around us	To describe full and half-turn	To describe quarter-turn	To describe movement in clockwise direction
Lesson Language Practice	position, left, right, front, back, above, below, top, bottom, under, reference point	initial position, turn, half, opposite, half-turn, full turn, reference point	original position, turn, quarter, half- turn, right, left, quarter-turn	position, turn, half-turn, quarter- turn, clockwise direction, right
Reading the Key Idea/Stem				

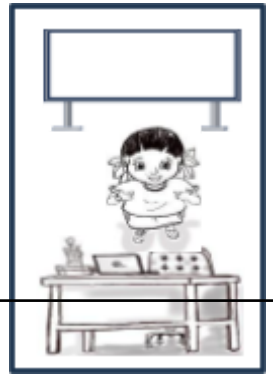
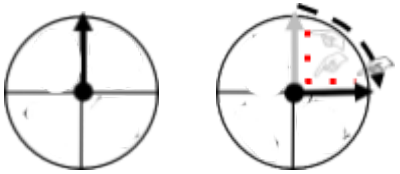
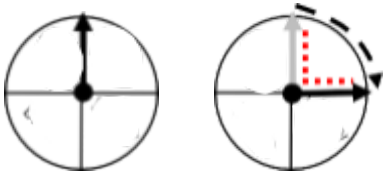
Developing Understanding of Key Idea/ Stem	Post the following scenario to the learners. Have the picture prepared beforehand.  Charm Ask the learners to describe what they see in the picture. Then, from their own point of view, have them describe the position of the different objects or people in the picture using appropriate directional expressions. *Possible answers:* 1. *There is a map to the right of the cabinet.* 2. *There is a cabinet to the left of the map.*	Using the same circular cutout during the review, do the following: ● Attach an arrow to the circular cutout as shown. Use a single fastener so that the arrow can be moved.  ● Tell the learners to look at the arrow and describe its direction. For example, "*The arrow is facing upward" or "The arrow is pointing upward."* ● Turn the arrow until it points downward. 	Present a circular cutout to the learners, with a line dividing the circle into four equal parts as shown below.  Tell the learners that the cutout is divided into four equal parts. Ask them what each part of the circular cutout represents. Then, encourage them to explain what one-fourth means. This will help reinforce their understanding of the concept of one-fourth. Attach an arrow on the circular cutout as shown. Use a single fastener so that the arrow can be moved. 	Ask the learners to observe the activities shown in the video. Present a pre-recorded video of the following activities, one at a time: 1. A big analog clock showing the second hand moving for one full minute. 2. A top view of a child's hand placing and closing the cap of a mineral water bottle. (The video should begin with the cap being placed on top of the bottle and continue until it is fully closed.) 3. A top view of a child's hand turning off a faucet after washing hands. (Use a typical faucet like this  and make sure the video shows water stopping as the faucet is turned off, until no more water flows out.) In case a video presentation is not possible, you can demonstrate the movements in a clockwise direction using the following materials: a) an analog clock where the learners can clearly see the second hand moving

	3. *The flower vase is on top of the cabinet.* 4. *The wall clock is above the map.* 5. *The map is below the wall clock.* 6. *Charm is behind Ali.* 7. *Ali is in front of Charm.* 8. *Ali is at the bottom of the stairs.* 9. *Ela is on top of the stairs.* 10. *The bags are under the stairs.* Discuss learners' answers to the given task. Say that when we talk about position, we are identifying where something or someone is located in relation to other objects or people. Direct the learners' attention to the stairs. Ask the following questions: • What can you say about the position of Ali in relation to the stairs? *Ali is **at the bottom** of the stairs.* • What can you say about the position of Ela in relation to the stairs? *Ela is **on top of** the stairs.* • What can you say about	Ask the learners to look at the arrow. Let them tell where the arrow is facing or pointing after it has been turned. *The arrow is facing or pointing downward.*  Initially, the arrow is facing or pointing upward. (Post on the board Figure A. This is a picture of the same loose circular cutout used in the discussion. Have this prepared beforehand.) A  The arrow is facing upward. After a turn, the arrow is now facing or pointing downward. (Post Figure B beside Figure A.)	Ask the learners to tell where the arrow is facing or pointing. *The arrow is facing or pointing upward.* Tell the learners that you will turn the arrow to the right as shown. Then, ask them where the arrow is facing or pointing after the turn. *The arrow will be facing or pointing to the right.*  Can I say that the arrow moved by half turn? Explain your answer. *No, you cannot. If the arrow had made a half-turn, it would be facing or pointing in the opposite direction. In that case, the arrow should be pointing downward. Since the arrow is not facing the opposite direction, it must have been moved less than a half-turn.* Post Figures A and B on the board. These figures represent the same loose cutout used in the discussion. Make sure that both the cutout in the picture and the loose cutout have the same	in a clockwise direction; b) a mineral water bottle with its cap; and c) a typical used/spare detached faucet for modeling. Ask the learners to draw in the air the movement of the second hand of the clock as observed in the video/demo. Observe and check how the learners are drawing the movement in the air. On the board, post a picture of the clock used in the video/demo. Draw an arrow around the clock's face to show the direction of the second hand's movement. Make sure that the arrow is visible and the second- hand points at 12 o'clock mark. Ask the learners to draw in the air again the movement of the second hand of the clock.  The second hand of an

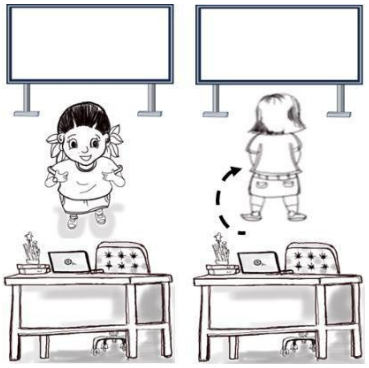
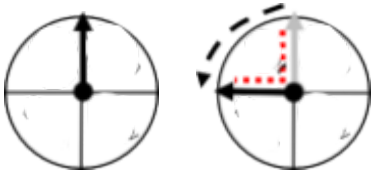
	the position of the bags in relation to the stairs? *The bags are **under** the stairs.* In the three examples mentioned, we tell the position of persons or objects **in relation** to the stairs. In	  A B The arrow is facing upward. After a turn, the arrow is now facing downward.	size.	analog clock moves in a **clockwise** direction. (Post a strip of paper as shown beside the drawing of the clock to visually highlight the direction of the second hand.)

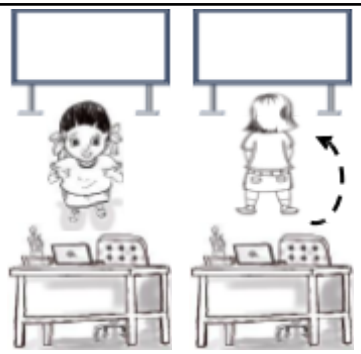
	this case, the stairs serve as our reference point. A **reference point** is something used to describe where an object or a person is. It shows where something is in relation to something else. By using the stairs as the reference point, we can explain where things are positioned—whether they are in front of, on top of, or under the stairs. Ask four learners B1, B2, G1, and G2 (use their real names) to come to the front. Once they are in front, do the following: a. Arrange them in a single file as shown.  Tell the class to identify the position of each of their classmates standing in front. Have them use the following phrases, “in front of” and “at the back of.” *B1 is in*	What do you notice about the arrow after it has been turned? *After the turn, the arrow is facing the opposite direction from where it was initially pointing.* I have another picture here. Post Figure C on the board. This is Art. From your point of view, where is Art facing? *Art is facing to the left.* C  Now, suppose Art turns until he faces the opposite direction. (Post Figure D beside Figure C.) C D  Ask the learners to look at Art. From their point of	A B  The arrow is facing upward. Tell the learners to look at the picture. Ask: From your point of view, what do you notice about the arrow after the turn compared to where it was originally facing? *After the turn, the arrow is facing to the right.* Now, observe the direction of the arrow after it turns to the right. Imagine the arrow’s movement from its position in Figure A to its new position in Figure B. The arrow has formed a figure. What figure is it? *It formed an L- shaped figure.* If learners have difficulty identifying the figure, guide them by tracing the L-shaped	Emphasize the phrase “clockwise direction” by writing it in bold letters. Together with the learners read the phrase "**clockwise direction**" aloud twice to reinforce the concept.  The second hand of the clock moves in a **clockwise direction**. Let us go back to the other two videos/demo. Recall the movement of the hand while closing the cap of the mineral water bottle. Ask the learners to draw in the air the movement of the hand as it turns the cap clockwise to close the bottle.  Ask: In closing the cap, did the hand move in the same

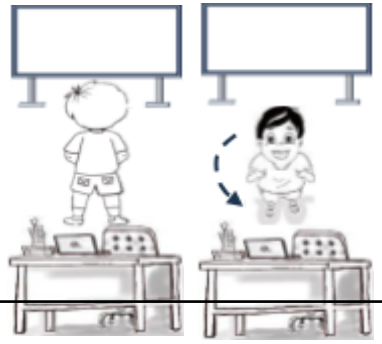
	front of G1; G2 is at the back of B2; B2 is in front of G2; G1 is at the back of B1.	view, let them tell where Art is facing after the turn. *Art is facing to the right.*	figure formed by the arrow from its original position to its new position.	direction as the second hand of the clock? *Yes, it did.* What direction was that? It was in a *clockwise direction.*

	Let the four learners in front arrange themselves according to the condition you will give them (e.g. G2 is in front of G1, B2 is at the back of G1, B1 is at the back of B2). Tell the class to identify the position of each of their classmates standing in front. Have them use the phrases, "in front of" and "at the back of." b. Arrange the learners as shown. B1 B2 G1 G2 Instruct the class to identify the position of each of their classmates standing in front of them, from their own point of view. Have them use the following phrases, "to the left of" and "to the right of." *B2 is to the right of B1; G1 is to the left of G2; G1 is to the right of B2. B1 is to the left of B2.* Ask the four learners in front to arrange	Initially, Art is facing to the left. (point at Figure C). After a turn, Art is now facing to the right (point at Figure D). What do you notice about Art after the turn from where he is initially facing? *After the turn, Art faces the opposite direction from where he was initially facing at.* Both the arrow and Art face the direction opposite to their initial positions. In this case, both the arrow and Art have made a half- turn. A **half-turn** results in an object or a person to face the opposite direction from where they were initially facing. Call on one girl, Girlie (mention her real name) to come to the front of the class. Place her in the position shown in the illustration. (Prior to this lesson, arrange the classroom as shown.) 	A B  The arrow is facing upward. When the arrow formed an L- shaped figure after turning to the right, we can say that the arrow made a quarter turn. A **quarter-turn** means the arrow turns to the right, forming an L-shaped figure. (Place this statement below Figure B, with the phrase "quarter-turn" in bold letters.) A B  The arrow is facing After a **quarter-turn** to the upward.right, the arrow formed an L-shaped figure. What if, instead of turning to the right, the arrow	Post a strip of paper beside the drawing with the sentence shown. Together with the learners, read the sentence aloud. Then, ask the learners to draw in the air the clockwise direction, as if turning the cap.  The bottle cap closes in a **clockwise direction**. Do the same processing for the direction of the hand when turning off the faucet. Provide the drawing of the faucet as well as the strip of paper that contains the sentence (as shown).  The faucet is turned off in a **clockwise direction**. Ask the learners to give other activities they have done or

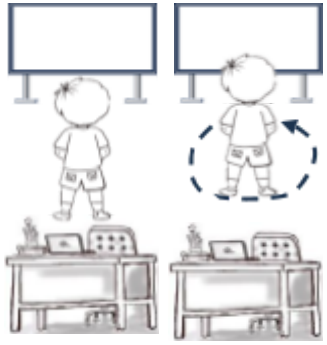
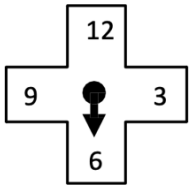
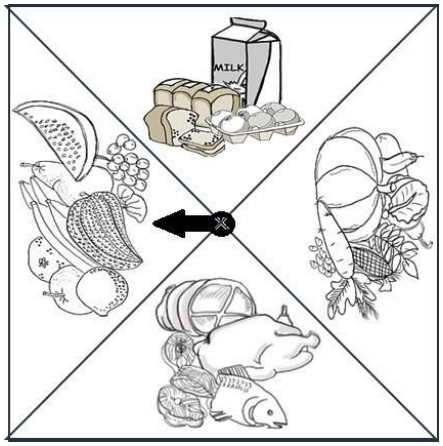
	themselves according to the condition you will give them (e.g. G2 is to the right of B2, B2 is to the right of B1, G1 is to the left of B1). Then, tell the class to identify the position of each of their classmates standing in		turned to the left? Can we still say that it made a quarter-turn? *Yes, if the arrow turned to the left and formed an L- shaped figure, we can still say that it made a quarter-turn.* Imagine turning the arrow to the left. What shape do we form?	might do repeatedly that involve movement in a clockwise direction (e.g. turning a doorknob or performing a dance step).

	front of them, based on their own point of view. Have them use the phrases “to the left of” and “to the right of” when describing the positions. c. Arrange the four learners around the teacher’s table as shown.  Using the teacher’s table as the reference point, ask the class to describe the position of their classmates standing around the teacher’s table based on their own point of view. Have them use the phrases “in front of”, “at the back of”, “to the left of”, and “to the right of.” *G1 is at the back of*	Ask the learners to describe where Girlie is facing. *Girlie is facing the teacher’s table.* Ask Girlie to do a half-turn. Let her turn to her right.  Girlie is facing the After a half-turn, teacher’s table. Girlie is now facing the opposite direction. Ask Girlie to face the table again. Then ask her to do a half-turn. But this time, let her turn to her left.	*Instead of the regular L-shaped figure, we form an inverted or reversed L-shaped figure. (baliktad na L in Filipino language).* Using the loose circular cutout from the first part of the discussion, ask a learner to turn the arrow a quarter-turn to the left. Let the learner explain his/her answer. Post on the board the following figures, A and C. A C  The arrow is facing After a **quarter-turn** to the left, upward. the arrow formed an inverted L-shaped figure. Whether the turn is to the left or to the right, a quarter-turn causes an object or a person to move from their initial direction to a new direction, forming an L-shaped figure.	

	the teacher's table; B1 is in front of the teacher's table; B2 is to the left of the teacher's table. G2 is to the right of the teacher's table.	 Girlie is facing the After a half-turn, teacher's table. Girlie is now facing the opposite direction.		

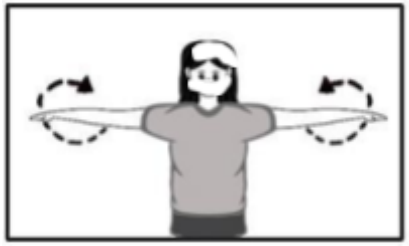
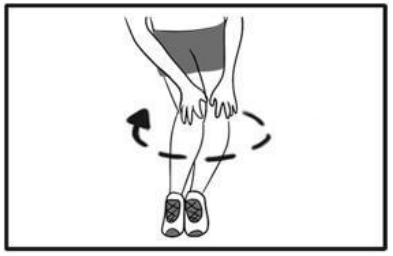
		Initially, Girlie is facing the teacher's table. After making a half-turn, whether to the left or to the right, Girlie now faces the opposite direction. Let us have another example. Call on one boy, Boyet (mention his real name) in front of the class. Place him in the position shown in the illustration.  Ask the learners to describe where Boyet is facing. *Boyet is facing the blackboard.* Ask Boyet to do a half-turn. Let him turn to his left. 		

		Ask Boyet to face the blackboard again. Then ask him to do a half- turn. But this time, let him turn to his right. Initially, Boyet is facing the blackboard. After making a half- turn, whether to the left or to the right, Boyet now faces the opposite direction. Reiterate that when a person or an object makes a half-turn, they will face the opposite direction from where they were initially facing.		

Deepening Understanding of Key Idea/Stem	Ask the learners to answer **LAS 1** individually. *Expected answers:* *1. to the right* *2. under* *3. above* *4. on top of* *5. to the left* Process learners' answer.	Suppose Boyet is initially facing the blackboard. He turns around and returns to his original position. (Make Boyet turn from facing the blackboard back to facing the blackboard as shown.)  Can we call that a half-turn?	Post the following illustration.  From your point of view, starting from the number 6, where will the arrow point after a quarter-turn to the left? *It will point to number 9.* How did you know? *After a quarter-turn to the left, the arrow forms an inverted L-shaped figure as it moves to point at the number 9.*	Post the following picture.  The arrow is currently pointing at the picture of fruits. After making a half-turn in a clockwise direction, where will the arrow be pointing? *It will point at the vegetables.*

		Explain your answer. *No, because if Boyet made a half-turn, he would be facing the opposite direction, not the blackboard.* From facing the blackboard, Boyet turns and goes back to exactly where he was initially facing. In this case, he made a full turn. A **full turn** occurs when an object or a person turns and goes back to exactly the same direction they were initially facing. Call on other learners to come to the front one at a time and have them demonstrate a full turn, starting from different initial facing directions.	Ask other questions about the picture. Have the arrow start at different initial positions and make a quarter-turn in various directions. Encourage the learners to observe and describe the resulting shapes and directions after each turn.	Which food group will the arrow pointer pass by – bread, milk, and egg or fish and chicken meat? Explain your answer. *It will pass by bread, milk, and egg. The arrow moves like the hand of the clock, turning to the right until it points in the opposite direction.* Ask other questions about the picture. Make the arrow move a quarter-turn or a full turn in clockwise direction.

Making Generalizations	What directional expressions can we use to describe the position of an object or person? *We can use directional expressions such as to the right, to the left, in front of, at the back of, under, above, and others to describe the position of an object.* What is a reference point? *A* ***reference point*** *is something used to describe where an object or person is. It shows where something is in relation to something else.*	What happens if a person or an object makes a half-turn? *When a person or an object makes a half- turn, they will face the opposite direction from where they were initially facing.* What happens if a person or an object makes a full turn? *When a person or an object makes a full turn, they will face the same direction as they were initially facing.* To check learners' understanding of the lesson, ask them to	What happens if an arrow makes a quarter-turn to the right? *After a quarter-turn to the right, the arrow will form an L-shaped figure.* What happens if an arrow makes a quarter-turn to the left? *After a quarter-turn to the left, the arrow will form an inverted L-shaped figure.* To check learners' understanding of the lesson, ask them to demonstrate a quarter-turn and describe what they did.	What is clockwise direction? *Clockwise direction refers to the movement that follows the same path as the hands of a clock, moving from the top (12 o'clock) to the right (3 o'clock), down (6 o'clock), left (9 o'clock), and back up to the top.* To check learners' understanding of the lesson, ask them to demonstrate a clockwise turn and describe what they did.
		demonstrate both a half-turn and a full turn, and describe what they did.		

Evaluating Learning	Ask the learners to follow your instructions. 1. Put one of your notebooks on top of your desk. 2. Put your bag under your desk. 3. Put your pencil to the right of your notebook. 4. Put your book to the left of your notebook. 5. Raise your right hand above your head.	Ask the learners to answer **Assessment 1**. *Expected answers:* *1. Mila will be facing the seesaw.* *2. Miko will be facing the slide.* *3. Miko should be facing the seesaw.* *4. Mila should be facing the slide.*	Ask the learners to answer **Assessment 2**. *Expected answers:* *1. C* *2. A* *3. D* *4. B*	Make the learners perform an exercise that demonstrates their body parts moving in clockwise direction. 1. circling the arms  2. circling the waist  3. circling the knees 

Additional Activities for Application or Remediation (if applicable)				
III. LEARNING RESOURCES				
References				
Teacher's Guide				
Learner's Materials				
Textbook				
Additional Materials from Learning Resource (LR) Portal				
Other Learning Resources				
III. TEACHER REFLECTION				