4

DepED
DEPARTMENT OF EDUCATION

Lesson Exemplar for Mathematics

Quarter 1
Lesson
5

Lesson Exemplar for Mathematics Grade 4
Quarter 1: Lesson 5 (Week 5)
SY 2024-2025

Development Team

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MATHEMATICS / QUARTER 1 / GRADE 4

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners should have 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	**Learning Competency** The learners: 1. read and write numbers up to 1 000 000 in numerals and in words; and 2. determine the place value of a digit in a 6-digit number, and vice versa. **Learning Objectives** At the end of the lesson, the learners will be able to: 1. read and write numbers from 1 to 1 000 000 in both numerals and words; 2. demonstrate and reinforce the understanding of place value and its application in writing numbers; 3. apply the knowledge of reading and writing numbers in various practical situations; 4. familiarize themselves with the concept of place value and value of a 6-digit number; 5. demonstrate the ability to read and write 6-digit numbers, emphasizing their place values; 6. identify the different place value positions; and 7. name the digit of a number with the given place value.
D. Content	1. Reading and Writing Numbers from 1 up to 1 000 000 in Numerals and in Words 2. Determining the Place Value of a Digit in a 6-digit Number 3. Determining the Value of a Digit 4. Determining the Digit of a Number
E. Integration	

II. LEARNING RESOURCES
Department of Education. “Matatag K to 10 Curriculum of the K to 12 Program." Mathematics Grades 1 to 10. Government of the Philippines, Department of Education. 2015. Mathematics Learner’s Material. Pasig City. worlddata.info

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	**1. Short Review** **DAY 1** I. Words to Figures. Write the following words into numerals/figures: 1. two hundred six thousand nine hundred thirty: 2. four hundred thousand two hundred forty-six: 3. three hundred twenty-five thousand six hundred fifty-nine: 4. five hundred thousand: 5. three hundred five thousand two hundred seventy-one: II. Figures/Numerals to Words. Write the numerals into words. 6. 345 900 7. 290 000 8. 499 203 III. True or False. Decide if each statement is true or false. 9. The numeral for three hundred forty thousand is 340 000. 10. The word form for 340 650 is three hundred four thousand six hundred five. **DAY 2** Complete the table by writing numbers in words or in symbols. **Symbols** | **Words** 500 000 | 1. 100 000 | 2. 4 000 | 3. 4. | twenty thousand 5. | three hundred five thousand five **DAY 3** Prepare digit cards and place value cards. You can create these on index cards or print them out. Each digit card should have a number (0-9) on it, and each place value card should have the name of a place value (e.g., ones, tens, hundreds, thousands) on it. If using a whiteboard, draw a vertical line to represent the place values (ones, tens, hundreds, etc.). Begin by explaining the concept of place value. Discuss how each digit in a number holds a specific value depending on its position. Show examples of how place value works. For instance, in the number 347, the digit 3 represents three hundreds, 4 represents four tens, and 7 represents seven ones.	**DAY 1** **Answer:** I. 1. 206 930 2. 400 246 3. 325 659 4. 500 000 5. 305 271 II. 6. three hundred forty- five thousand nine hundred 7. two hundred ninety thousand 8. four hundred ninety-nine thousand two hundred three III. 9. True 10. False **DAY 2** Review the concepts covered in the previous lesson regarding reading numbers and place value. **Answer:** 1. five hundred thousand 2. one hundred thousand 3. four thousand 4. 20 000 5. 305 005

	Provide the class with two boxes of Digit Cards and Place Value Cards separately. Each learner will pick one Digit Card and one Place Value Card to post on the board. Then, let them identify the value of the posted outcome. Learners will take turns until everyone participates. Ask questions about the placement and value. Then, ask the learners to read aloud in class. **DAY 4** 1. What is a digit? A) A small written symbol C) A letter of the alphabet B) A whole number D) A punctuation mark 2. What is the place value of a digit in a number? A) The position of the digit within the number B) The total number of digits in the number C) The sum of all the digits in the number D) The value assigned to the digit by a teacher 3. What is the value of the digit 5 in 926 357? A) 5 B) 50 C) 500 D) 5 000 4. In 623 418, which digit is in the ten thousands place? A) 6 B) 2 C) 1 D) 8 5. What is the value of the digit 9 in the number 469 262? A) 9 B) 90 C) 900 D) 9 000 6. Determine the value of the digit 3 in the number 265 382. A) 3 B) 30 C) 300 D) 3,000 7. Maria has 12 864 pieces of calamansi fruit. The digit 1 represents which place value in the number of calamansi fruit. A) Tens B) Hundreds C) Thousands D) Ten thousands 8. Susan's car has traveled a distance of 71 262 kilometers. What is the value of the digit 7 in the distance traveled? A) Tens B) Hundreds C) Thousands D) Ten thousands	**DAY 3** This is an interactive activity to assess prior knowledge of place value by building numbers using digits and placeholders. **DAY 4** Start the lesson by asking learners to recall their understanding of place value and the position of digits in a number. Ask questions like: • "What is the value of the digit in the thousands place?" • "How does changing a digit in a certain place value column affect the overall number?" **Answer:** 1. B 2. A 3. B 4. C 5. D 6. C 7. D 8. D 9-10. Answer varies.

	9-10. How confident do you feel about your ability to determine the value of digits in numbers? Fill in the statement below with the choices given. A) Very confident B) Somewhat confident C) Not very confident D) Not confident at all I am _____confident in _____ because _____. **DAY 5** Complete the table by filling out the place value and value of the underlined digit. **2. Feedback (Optional)**	**DAY 5** Begin the lesson by revisiting the concepts of place value and value. **Answer:** 1. hundred thousands; 600,000 2. thousands; 6,000 3. ones; 3 4. hundreds; 200 5. tens; 70
B. Establishing Lesson Purpose	**1. Lesson Purpose** **DAY 1** Discuss the purpose of this lesson, which will focus on reading and writing numbers up to 500,000 in both numerals and words. **DAY 2** Explain that today's lesson focuses on reading and writing numbers from 500,001 to 1,000,000. **DAY 3** Explain that today's lesson is about understanding the concept of place value in 6-digit numbers and its value. Emphasize the importance of this skill for performing arithmetic operations and reading large numbers accurately. **DAY 4** Explain to learners that today's lesson will focus on understanding the concept of the value of a digit in a number. Emphasize the importance of this skill in reading and working with numbers effectively.	

	Place Value	Value
1. **6**53 837		
2. 82**6** 020		
3. 726 28**3**		
4. 372 **2**77		
5. 102 2**7**3		

DAY 5

Explain to learners that they are going to acquire knowledge on how to determine the digit of a number by understanding its place value in a given position. This skill will help them read and write numbers more accurately.

2. Unlocking Content Vocabulary

DAY 1

Conduct spelling activity on numbers 0 to 9 and place values such as ones, tens, hundreds, and thousands.

DAY 2

Have spelling activity on place value

DAY 3

Find the different listed words in the puzzle. These might be written horizontally, vertically, and diagonally.

P	L	A	C	E	V	A	L	U	E	F	S
T	H	V	D	P	L	X	A	S	R	N	Y
C	D	G	H	B	H	E	S	D	E	H	H
O	B	H	R	U	R	H	**J**	T	D	F	F
N	E	G	H	N	N	X	S	A	F	G	H
E	W	E	R	B	M	D	M	H	G	G	**J**
S	E	R	Y	G	H	**J**	R	M	B	V	X
A	S	E	F	G	V	X	D	E	F	G	T
E	R	B	G	F	D	G	G	U	D	G	I
Z	C	A	E	R	G	H	H	T	E	S	G
R	T	H	**J**	K	K	D	C	S	E	T	I
T	H	O	U	S	A	N	D	S	R	Y	D

PLACE VALUE DIGIT ONES TENS HUNDREDS THOUSANDS

DAY 4

Introduce relevant mathematical vocabulary such as: place value, digit, value.

DAY 5

Spell the terms place value, value, digit, and number. Discuss with them how to represent numbers using digits in different positions.

C. Developing and Deepening Understanding	**DAY 1** **SUB-TOPIC 1: Reading and Writing Numbers from 1 up to 500 000 in Numerals and in Words** **1. Explicitation** Let the learners read the following problem emphasizing the numeral. As an archipelago, the Philippines has a total land area of about 115,831 square miles. **2. Worked Example** Discuss the steps in reading and writing numbers: Step 1: Write the number words in symbol starting from the left most period to the right. Step 2. Use zeros to fill in any open spots to complete each period (if applicable) Step 3: Read each group of three digits individually, following the rules for reading numbers. For the groups of three digits, you'll read the hundreds, tens, and one's place. Step 4: After reading each group of three digits, use the appropriate place value word: "thousand," "million," etc., to indicate the magnitude of the group. Step 5: Continue reading the rest of the groups using the same pattern until you've read the entire number. Step 6: write the figures in the Place value chart in words **3. Lesson Activity** Present numbers in word or numeral form from 1 up to 500 000, in written or digital form. Let the learners read independently the numbers using a show-me board or presented digitally. **DAY 2** **SUB-TOPIC 2: Reading and Writing Numbers from 500 001 up to 1 000 000 in Numerals and in Words** **1. Explicitation** Use meta cards to present numbers from 500 001 to 1 000 000. Play passing the basket, and whoever holds the basket when the music stops will draw one meta card containing numbers and try to read it.	

	2. Worked Example To develop an understanding of reading and writing numbers from 500,001 to 1,000,000 in both numeral and word forms and also practice converting between numeral and word forms of large numbers, facilitate the following activity: • Divide the class into pairs or small groups for collaborative learning. • Each group should have papers and pens and a set of number cards. • Explain that the activity involves both reading and writing large numbers and converting between numeral and word forms. • Set the timer and ask each group to select a number card or numeral and convert it into word forms within a time limit, and vice versa. • Review the completed exercises together, addressing any questions or difficulties that arise. **3. Lesson Activity** Answer the following. This can be done individually or by group. 1. Represent the number 638 982 in word form. 2. Write the number 990 290 in word form. 3. Convert 400 068 in word form. 4. Express 937 283 in words. 5. Perform the following from word to numeral: a. two hundred eighty-seven thousand thirty-five b. eight hundred thirty-seven thousand eight hundred twenty-seven **DAY 3** **SUB-TOPIC 3: The Place Value of a Digit in a 6-digit Number** **1. Explicitation** Let the learners read the following problem emphasizing the numeral. The Philippines recorded a total of 164,000 tourists in 2021, ranking 144th in the world in absolute terms. Display the given numerals in the problem and let them read, determine the position of each digit, and read. **2. Worked Example** Read the situations carefully, then provide what is asked. 1. In a province with a population of 323 372, stakeholders need to understand the population distribution for their project proposal. They want to know the digit at the ten thousands place.	**DAY 2** **Answer:** 1. six hundred thirty-eight thousand nine hundred eighty-two 2. nine hundred ninety thousand two hundred ninety 3. four hundred thousand sixty-eight 4. nine hundred thirty-seven thousand two hundred eighty-three 5. a. 287 035 b. 837 827 **DAY 3** **Answer:** 1. 2 2. 1 3. Tens 4. 4 5. Hundred thousands

2. A cinema with a seating capacity of 102 321 is showing a Filipino movie. What is the number in the hundred thousands place?
3. An online post reached 912 382 viewers. The creator wants to know the place value of 8.
4. A family is on a road trip, and their car's odometer reads 234 532 miles. They want to know the digit at the thousands place.
5. A city library has a collection of 726 901 books. The librarian needs to know the place value of 7 to categorize the books accurately.

3. Lesson Activity

To deepen learners' understanding of the concept, create a large place value chart with six columns labeled: Ones, Tens, Hundreds, Thousands, Ten Thousands, Hundred Thousands. Make sure the columns are clearly defined and spaced out. Gather the learners around the place value chart. Explain the concept of place value, where the position of a digit in a number determines its value. Present 6- digit number (Ex: 425673). Each digit is written in each meta card. Distribute the six meta cards to each learner or group of learners. Instruct the learners to place the meta cards on the corresponding place value columns on the chart.

DAY 4

SUB-TOPIC 4: Value of a Digit

1. Explicitation

Let the learners read the following problem emphasizing the numeral.

The Philippines recorded a total of 164,000 tourists in 2021, ranking 144th in the world in absolute terms. Display the given numerals in the problem and let them read, determine the position of each digit, and read.

2. Worked Example

Engage learners in interactive exercises to help them identify the value of specific digits in given numbers and understand the concept of place value. Begin by discussing the concept of place value. Explain that the value of a digit in a number depends on its position within the number.

Create Your Own Numbers Challenge the learners to create their own 6-digit numbers on the back of the activity sheet. Have them exchange papers with a partner, and the partner should identify the value of each digit in the given number.

	3. Lesson Activity Provide what is asked in every item 1. 423 539 - What is the value of the digit in the hundreds place? 2. 128 726 - Determine the value of the digit in the ten thousands place. 3. 543 104 - Find the value of the digit in the hundred thousands place. 4. 283 812 – What is the value of 3? 5. 972 257 - Determine the value of the digit in the hundreds place. **DAY 5** **SUB-TOPIC 5: Determining the Digit of a Number** **1. Explicitation** Introduce a large number, for example, 934 243, and display it on the board. Let them read. **2. Worked Example** Write your answer on your show-me-board. 1. What is the value of the digit in the hundreds place in 347 519? 2. Find the digit in the thousands place in 234 789. 3. In the number 764 352, what is the value of the digit in the ones place? 4. In the number 524 356, what is the place value of 2? 5. In 453 472, what digit is in hundreds place? **3. Lesson Activity** Provide practice exercises where learners have to write down the digit in a specific place value position (e.g., "What is the digit in the hundreds place of 432 567?). Gradually increase the complexity of questions (e.g., "In 235764, what is the digit in the thousands place? What about in the tens place?"). Use visual aids like place value charts to reinforce understanding.	**DAY 4** **Answer:** 1. 500 2. 100 000 3. 500 000 4. 10 5. 200 **DAY 5** **Answer:** 1. 500 2. 4 3. 2 4. ten thousands 5. 4
D. Making Generalizations	**1. Learners' Takeaways** • How can you apply the skills and concepts you've learned about reading and writing numbers in your everyday life? • Summarize the key concept in their own words. **2. Reflection on Learning** • Have the learners share their strategies for converting between numeral and word forms. Discuss any shortcuts or tips they've discovered. • Share how understanding place helps in reading and writing numbers.	

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	**DAY 1** **1. Formative Assessment** A. Read and then write the following numbers in words. 1. 98 789 2. 178 987 3. 80 879 4. 203 384 5. 476 987 B. Read and then write the following words in symbols. 6. three hundred thousand four hundred seventy-eight. 7. four hundred thousand sixty-eight 8. three hundred thousand three hundred forty –six 9. seven hundred six thousand 10. four hundred thousand ninety-nine **DAY 2** A. Write the given numerals in each item into words. 1. The total number of food packs donated by Cruz Family is 564 029 to typhoon Egay's victims. 2. DepEd has about 900 000 teaching personnel at present. 3. Gomez has total assets of 273 827 this year. 4. Governor Singson donated 563 012 notebooks for the learners in Ilocos Sur. 5. Region 2 harvested about 1 000 000 metric tons of corn. B. Write the following numbers in numerals. 6. six hundred five thousand thirty 7. one million 8. nine hundred one thousand four hundred seventy-nine 9. seven hundred four thousand five hundred five 10. eight hundred thousand and one	**DAY 1** **Answers:** A. 1. ninety-eight thousand seven hundred eighty-nine 2. one hundred seventy-eight thousand nine hundred eighty-seven 3. eighty thousand eight hundred seventy-nine 4. two hundred three thousand three hundred eighty-four 5. four hundred seventy-six thousand nine hundred eighty-seven B. 6. 300 478 7. 400 068 8. 300 346 9. 706 000 10. 400 090 **DAY 2** **Answer:** I. 1. five hundred sixty-four thousand twenty-nine 2. nine hundred thousand 3. two hundred seventy-the thousand eight hundred twenty-seven 4.five hundred sixty-three thousand and twelve 5. one million

Replace the zeroes in the given numbers with other numerals. Then, write the number in words.

Example: 500 000 – 523 019 – five hundred twenty-three thousand nineteen

1. 600 000 _____
2. 700 000 _____
3. 800 000 _____
4. 900 000 _____
5. 1 000 000 _____

DAY 3

Analyze the underlined digit of the number. Put a check mark on the right column of its place value. An example is provided.

	Hundred Thousands	**Ten Thousands**	**Thousands**	**Hundreds**	**Tens**	**Ones**
Ex: 27**4** 620			✓			
1. **1**02 837						
2. 902 3**8**9						
3. 2**7**1 837						
4. 45**6** 724						
5. 874 3**2**4						
6. 7**2**6 391						

DAY 4

A. Identifying Digits' Values

Instructions: Find the value of the underlined digit. Do as shown in the example.

Example: 82<u>6</u> 193 - 6000

1. 8<u>2</u>6 153 -
2. 52<u>7</u> 382 -
3. 416 27<u>2</u> -
4. 1<u>2</u>3 023 -
5. 628 <u>3</u>92 -

II.

6. 653 000
7. 1 000 000
8. 901 479
9. 704 505
10. 800 001

DAY 3

Answer:

	Hundred Thousands	Ten Thousand	Thousands	Hundreds	Tens	Ones
Ex: 274 620			√			
1. 102 837	√					
2. 902 389					√	
3. 271 837		√				
4. 456 724			√			
5. 874 324					√	
6. 726 391		√				
7. 826 302	√					
8. 283 628						√
9. 287 264				√		
10. 768 922		√				

DAY 4

Answer:

A.

1. 800 000
2. 7 000
3. 2
4. 20 000
5. 300

B. Determining Value

Instructions: Write the value of the underlined digit.

	Number	Value
Example	32**4** 837	thousands
6.	9**8**2 367	
7.	120 **3**98	
8.	**8**16 716	
9.	526 2**7**3	
10.	72 83**7**	

Give what is asked in every situation.

11. A company produced 273 234 boxes of milk for a special feeding program. What is the value of the digit in the hundreds place?
12. Mang Mario has a net of Php109 293 from his poultry business. What is the value of the digit in the thousands place?
13. A school organized a team building. There were 39 283 pupils who joined. What is the value of the digit in the hundreds place?
14. An engineer accepted a housing project worth Php928 388. What is the value of 9?
15. An organization raised fun amounting to Php320 321 for its Greening Program. What is the value of the digit in the hundreds place?

DAY 5

Identify the digit of the given place value of a number. An example is provided.

Numbers	Place Value	Digit
Example: 536 282	Ten thousands	3
1. 736 492	Tens	
2. 827 401	Ones	
3. 648 202	Hundred thousands	
4. 872 032	Ten thousands	
5. 209 823	Hundreds	
6. 723 910	Hundred thousands	
7. 726 291	Tens	
8. 628 920	Ones	
9. 928 238	Ten thousands	
10.236 482	Tens	

B.
6. ten thousands
7. hundreds
8. hundred thousands
9. tens
10. ones

C.
11. 200
12. 9 000
13. 200
14. 900 000
15. 300

DAY 5
Answer:
1. 9
2. 1
3. 6
4. 7
5. 8
6. 7
7. 9
8. 0
9. 2
10. 8

<table>
<tr>
<td></td>
<td colspan="3">Read each statement carefully. Determine the requested digit in each item.
1. You are helping your friend who calls her parents. The last six digit of the number is 771 334. Determine the digit in the thousands place of the mobile number.
2. Ana is organizing the library and she found out a book with a code 283 264. Determine the digit in the hundred thousands place.
3. Your mobile phone code is 625 234. Determine the digit in the hundreds place.
4. Packages arrive with a serial number of 237 283. Determine the digit in the tens place.
5. He combined his birthdate and wrote in numeral as 112 985. Determine the digit in the hundred thousands place.

2. Homework (Optional)</td>
<td>Answer:
1. 1
2. 2
3. 2
4. 8
5. 1</td>
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<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>
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<tr>
<td>strategies explored</td>
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<td>others</td>
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C. Teacher's Reflection	*Reflection guide or prompt can be on:* • *principles behind the teaching* *What principles and beliefs informed my lesson?* *Why did I teach the lesson the way I did?* • *students* *What roles did my students play in my lesson?* *What did my students learn? How did they learn?* • *ways forward* *What could I have done differently?* *What can I explore in the next lesson?*	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.