GRADES 1 to 12 DAILY LESSON LOG	School:	DepEdClub.com	Grade Level:	V
	Teacher:	File created by Ma'am EDNALYN D. MACARAIG	Learning Area:	MATHEMATICS
	Teaching Dates and Time:	APRIL 17 - 21, 2023 (WEEK 10)	Quarter:	3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES					
A.Content Standards	The learner demonstrates understanding of polygons, circles and solid figures				
B.Performance Standards	The learner is able to construct and describe polygons, circles and solid figures				
C.Learning Competencies/Objectives	Measures circumference of a circle using appropriate tools Code: M5ME – IIIh-68	Solves routine and non-routine problems involving circumference of a circle Code: M5ME-IIIj-70	Solving routine and non-routine problems involving circumference Code: M5ME-IIIj-70	Administering Third Quarterly Test	Administering Third Quarterly Test
II.CONTENT	Measuring Circumference of a Circle Using Appropriate Tools	Solving routine and non-routine problems involving circumference of a circle	Solving Routine and Non-Routine Problems Involving Circumference		
III.LEARNING RESOURCES					
A.References					
1.Teacher's Guide pages	CG p.62	CG p.62	CG p.62		
2.Learners's Materials pages					
3.Textbook pages	Math For Life Long Learning 5, pages 272-275 Realistic Math, Grade 5	Growing Up With Math 5, pages 240-242	BEAM LG Gr. 5 Module 2- Circumference		
4.Additional materials from learning resource (LR) portal			MISOSA Gr. 5 Module- Word Problems on Circumference		
B.Other Learning Resource	Flashcards, charts, objects	Real objects, PowerPoint presentation	printed strips, copies of word problems, flash cards, drill boards		
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	1. Drill Have a game on naming objects that resemble the given polygon written on a flashcard Materials: flashcards 2. Review Directions: Match the polygon in column A with its formula in column B to solve for the perimeter. A B a. Rectangle 1. P = side x 4 b. Triangle 2. P = S + S + S + c. Square 3. P = (l + w) 2 d. Pentagon 4. P = S x 5	Drill on identifying the different kinds of polygon. The teacher will flash cards with the number of sides while the pupils will give the name of the polygons	1. Drill a. Oral – The teacher flashes the cards using socialized recitation. b. Written(Use of drill boards for maximum participation) 3.14 x 4 = N 3.14 x 8 = N 3.14 x 6 = N 3.14 x 23 = N 2. Review Fill in the blanks with the correct answer. Choose the number of the correct answers below and place it on the blanks. a. The distance around a circle is ____.		

			b. A line that passes through the center of a circle is _____ . c. An estimate of the value pi (r) is ____ . d. One half of the diameter of a circle is _____ . e. The formula in finding the circumference of a circle is _____ . 1) radius 2) C = r d 3) diameter 4) area 5) circumference 6) 3.14		
B.Establishing a purpose for the lesson	How many of you have a garden at home? How can you take care of your garden? 	Show a Php 5- coin. How much is this coin? What figure does it represent? What are the things that you can buy using this amount? Give emphasis on importance of saving money	Ask: How many of you have a round dining table at home? Do you think your table will last for a long time? Why or why not? Values Integration Ask some pupils to relate their experiences. Lead them to the discussion that will develop their sense of creativity		
C.Presenting Examples/ instances of the new lesson	Problem: A circular garden has a radius of 1.9 m. How many fencing materials are needed to enclose the garden?	Instruct the pupils to do this. Take Php 10-coin. Mark one point on its rim. Draw a line on your paper and mark a point A on it.. Roll the coin gently along the line and mark the point B on the line when the point on the rim is on the line again. Example:  Measure the length from A to B using ruler in cm. Call the length of A and B the circumference of a coin	Alice is making a circular tablecloth. It has a diameter of 2 metres. How many metres of lace are needed to decorate the sides of the tablecloth?		
D.Discussing new concepts and practicing new skills #1	What are the given facts in the problem? What is asked in the problem? What operations are needed to solve the problem? How will you solve the problem?	What is the circumference of the coin? What object is used to easily get the circumference? Why is it important to mark the starting and end point of the paper? How did you feel during the activity? Did you easily get the answer?	a. Divide the class into five groups. b. Answer the following questions 1. What is asked in the problem? 2. What are the relevant facts? 3. How will you solve the problem? 4. What is the answer to the problem? c. Processed the outputs by checking the outputs by checking the output of each group. 1. How do you find the activity? 2. What other strategies can you give that will help solve the problem?		

E.Discussing new concepts and practicing new skills #2	Group the class into four teams. The tasks of the pupils is to help each other solve the problem. Give them time to perform the tasks. After all groups have finished, ask them to post their output on the board and let them discuss the solutions. Teacher then explain that the distance around a circle is called circumference. And to find the circumference, use the formula : C = r x d or C = 2 x r x r The value of pi is 3.14				
F.Developing Mastery	Strategy: Pair Share Encourage the pupils to work in pairs. Give them time to solve for the circumference: 1. The diameter of a circle is 4m. What is its circumference? 2. The circumference of a circle is 75.36cm. How long is its radius? 3. Find the circumference of the circle whose radius is 2 dm?	Strategy: Direct Instruction Activity: TGA (Tell, Guide, Act) Tell Tell the pupils that they are going to make another activity. They need to measure 3 cylindrical cans of different sizes. Say: Measure the diameter of each can. Measure also its circumference with string and then Page691 Measure the string with your ruler. Put the results on the table. Guide: Monitor the pupils while they are measuring the cans. Check the unit they are using and the way they measure. Act: Fill up the table below and compute for the answer.	Directions: Solve the following problems by pair. (Think-Pair-Share) a. Tina wants to put lights around the rim of a circular lantern with a diameter of 40 cm. What is the length of the electrical wire needed? b. What is the circumference of cylindrical jar 40.8 cm in diameter		
G.Finding Parctical application of concepts and skills in daily living	Directions: Read and solve the problem A circular garden has a diameter of 3.8m. How many meters of fencing materials are needed to enclose the garden?	Strategy: Activity-Based Activity : 3A's Activity Group 1 (Act) Directions: Using any circular objects you have with your group, find the circumference of it by rolling it on the floor. Don't forget to mark the object using pentel pen and the starting line on the floor. Stop rolling when the mark on the object is on the floor again. Using ruler measure the distance between the start and end line. Call it the	Directions: Solve each problem. Use any strategy appropriate to each problem. 1. Mr. Reyes is laying out a circular playground. Its radius is 50 metres. What is its circumference ? 1. What is the circumference of the circle if the diameter is 24 metres? 3. A bicycle tire has a radius of 30 cm. Find the distance around the tire.		

		circumference of the object. Group 2 (Analyze) Directions: Solve this problem. Write your solution. A circular running track has an inner radius of 80 m and an outer radius of 90 m. What is the difference in the length between the inner and outer edges of the track? Group 3 (Apply) Directions: Find the error. Describe and correct the error. Your friend is finding the circumference of a circle with a radius of 7 cm. Radius Diameter Circumference Can # 1 Can # 2 Can # 3 Page692 C = лd = 3.14 x 7 cm = 21.98 cm			
H.Making generalization and abstraction about the lesson	How do we measure circumference of a circle using appropriate tools?	How do you solve the routine and non-routine problems involving circumference of a circle?	How do we solve routine and non-routine problems involving circumference of a circle?		
I.Evaluating learning	Directions: Find the circumference of each circle with the given dimensions. 1. r = 9.4 cm 2. r = 7.6 m 3. d = 10.5 cm 4. d = 12.45 cm 5. r = 4.8 m	Directions: Read and solve the problem using the appropriate strategies and tools. 1. The minute hand of a clock is 12 cm. How far does it travel in one hour? 2. A wheel has a diameter of 75 cm. How far does it role in one complete turn? 3. A circular pond is surrounded by a fence. The radius of The steps in solving routine problems are: a. Understand- Know what is asked, what are given. b. Plan - Know the operation/s to be used. Write the number sentence. c. Solve- Solve the problem using the correct operation.	Directions: Read the problem carefully. Write your answer neatly. 1. Lorna's circular garden is 5 metres in diameter. How many metres of wire are needed to put a fence around it? 2. The diameter of a tricycle tire is 60 cm. How far will the tire go in one rotation? 3. Find the circumference of a circle with a diameter of 21 metres. 4. Your friend is finding the circumference of a circle with a radius of 25 cm. Help him solve for the answer. 5. If the circumference of a circle is 250 metres, how long is the radius?		

		d. Check and Look back- Review and check if the answers make sense. The steps in solving non-routine problems are: a. Read and analyze the problem carefully. b. Tell what is asked and what are given. c. Use strategies like acting out the problem, listing method, guess and check, drawing/making a diagram, using patterns, working backwards, eliminating possibilities and others to solve it. Page693 the pond is 2.4 m. How many meters of wire is needed to enclose the fence? 4. What is the circumference of a table top if the diameter is 24 meters? 5. A stage decor requires a 112 cm diameter circle set with small bulbs. How many bulbs will be needed if the bulbs will be set 3.2 cm apart?			
J.additional activities for application or remediation	Directions: Solve for the circumference of the following circles with the given dimensions. 1. d = 27 cm 2. d = 4.7 cm 3. r = 36 mm 4. r = 16 m 5. r = 6.8 dm	Directions: Copy and solve the problem using the appropriate strategies and tools. 1. A circular garden has a radius of 3.5 m. What is its circumference? 2. A circular cake has a diameter of 24 cm. Find its circumference? 3. Find the circumference of a circular Jacuzzi, which has 5 meters in diameter?	Directions: Copy and solve these problems. 1. Fr ederick's bicycle wheel has a diameter of 70 cm. What is Page698 the circumference of the wheel? 2. A circle is half the radius of a larger circle. If the circumference of the larger circle is 100 meters, what is the radius of the smaller circle? a) Number sentence b) Solution c) Complete answer		
V.REMARKS					
VI.REFLECTION					
A.No. of learners who earned 80% in the evaluation	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery
B.No.of learners who require additional activities for remediation	___Pupils did not find difficulties in answering their lesson.	___Pupils did not find difficulties in answering their lesson.	___Pupils did not find difficulties in answering their lesson.	___Pupils did not find difficulties in answering their lesson.	___Pupils did not find difficulties in answering their lesson.

	___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.
C.Did the remedial work? No.of learners who have caught up with the lesson	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above
D.No. of learners who continue to require remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation
E.Which of my teaching strategies worked well? Why did these work?	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson
F.What difficulties did I encounter which my principal or supervisor can helpme solve?	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation
G.What innovation or localized materials did used/discover which I wish to share with other teachers?	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts. **___Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects.	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts. **___Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects.	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts. **___Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects.	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts. **___Schema-Building**: **Examples:** Compare and contrast, jigsaw	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts. **___Schema-Building**: **Examples:** Compare and contrast, jigsaw

	___**Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. ___**Text Representation**: **Examples:** Student created drawings, videos, and games. ___**Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	___**Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. ___**Text Representation**: **Examples:** Student created drawings, videos, and games. ___**Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	___**Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. ___**Text Representation**: **Examples:** Student created drawings, videos, and games. ___**Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	learning, peer teaching, and projects. ___**Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. ___**Text Representation**: **Examples:** Student created drawings, videos, and games. ___**Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	learning, peer teaching, and projects. ___**Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. ___**Text Representation**: **Examples:** Student created drawings, videos, and games. ___**Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson