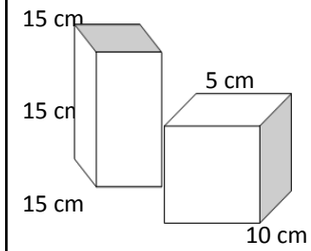
GRADES 1 to 12 DAILY LESSON LOG	School:	DepEdClub.com	Grade Level:	V
	Teacher:		Learning Area:	MATHEMATICS
	Teaching Dates and Time:	APRIL 29 – MAY 3, 2024 (WEEK 5)	Quarter:	4TH QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	demonstrates understanding of area, volume and temperature.	demonstrates understanding of area, volume and temperature.	demonstrates understanding of area, volume and temperature.	demonstrates understanding of area, volume and temperature.	**Weekly Test**
B. Performance Standards	is able to apply knowledge of area, volume and temperature in mathematical problems and real-life situations.	is able to apply knowledge of area, volume and temperature in mathematical problems and real-life situations.	is able to apply knowledge of area, volume and temperature in mathematical problems and real-life situations.	is able to apply knowledge of area, volume and temperature in mathematical problems and real-life situations.	
C. Learning Competencies/Objectives Write the LC code for each	solves routine and non-routine problems involving volume of a cube and rectangular prism in real-life situations using appropriate strategies and tools. M5ME-IVe-83/Page 64 of 109		93. creates problems (with reasonable answers) involving volume of a cube M5ME-IVe-84/Page 64 of 109		
II. CONTENT	Solving Routine and Non-routine Problems Involving Volume of a Cube and Rectangular Prism in Real-Life Situations Using Appropriate Strategies and Tools		Creating Problems (with reasonable answers) Involving Volume of a Cube and Rectangular Prism in Real-Life Situations		
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages					
2. Learner's Material pages	• DLP Gr. 5 Module 56 • BEAM LG Gr. 5 Module 19	• DLP Gr. 5 Module 56 • BEAM LG Gr. 5 Module 19	• DLP Gr. 5 Module 56 • BEAM LG Gr. 5 Module 19	• DLP Gr. 5 Module 56 • BEAM LG Gr. 5 Module 19	
3. Textbook pages	Mathematics for a better life 5, pages 264-265 Guide in Elementary Mathematics Grade VI pages 403 and 405 Curriculum Guide 5		Mathematics for a better life 5, pages 264-265 Guide in Elementary Mathematics Grade VI pages 403 and 405		
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resources	meter stick, ruler, manila paper and marker pen		real object		
IV. PROCEDURES					

A. Reviewing previous lesson or presenting the new lesson	Drill Have a drill on the multiplication of fractions and whole numbers using the activity sheet. Example: 1/3 ×6×8 40×6 1/3×7×9 51×7 1/3×21×4 Review Have a review on estimating and using appropriate units of measure for volume.	Review Steps in problem solving.	1.Drill Have a drill on the finding the volume of cubes and rectangular prism.  15 cm 2.Review Have a review on solving problems on volume. Ask: What are the steps in solving word problems? Let the pupils solve this problem. Leo has a box measuring 15 cm long, 20 cm wide and 10 cm high. Find its volume?		
B. Establishing a purpose for the lesson	3.Motivation Group the pupils into four. Give each group a set of steps in solving problems. Let them arrange the steps in correct order. (This can be done in the form of game) Example: What operation is needed to solve the problem? What are the given facts? What is the correct number sentence? What is being asked?		3.Motivation Group the pupils into four and let them read the problem and ask them to draw the solid figure described in the problem. A rectangular garden is 25 cm long, 15 cm wide and 10 cm thick. What its volume? Ask: Can you create a problem on volume similar to the one given? Say: This time you will create problems involving the volume of a cube and a rectangular prism.		
C. Presenting examples/instances of the new lesson	1.Presentation Present these problems. Ask: What is the shape of the swimming pool?	A wooden cube has a volume of 500cm^3. How many 4cm^3 cubes can you cut from it? Ask: What is the shape of the wooden cube? What is its volume?	1.Presentation Each group will present the solid figure formed. Ask: What is asked in the problem? What are the given data? What process is needed to solve the problem? What is the number sentence? What is the correct answer?		

	Call a pupil to draw the figure of the swimming pool and put the dimensions. How will you solve the problem?	What is asked in the problem? Solve.	Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	
D. Discussing new concepts and practicing new skills #1	Performing the Activities Let pupils solve the problem by pairs. Problem A Solution: Use the 4-step plan in solving the problem. <u>1.Understand</u> Know what is asked. Know the given facts. The amount of water the swimming pool can hold.12 m long, 9 m wide, 1.85 m deep <u>2.Plan</u> Determine the operation or formula to use. Multiplication V=l×w×h <u>3.Solve</u> Show how the solution is done.V=l×w×h = 12m×9m×1.85m =199.8m^3 <u>4.Check and Look Back</u> Verify if the answer is correct. Use inverse operation. 199.8 ÷ 1.85 = 108 108 ÷ 9 = 12 The answer is correct.	Problem B. Solution: 500cm^3 ÷ 4cm^3 Answer: 125 pieces	Performing the Activities Group Work Activity Divide the class into four groups. Let each group discuss how they will make a problem based on the given situations. Situation 1: Ana has a front yard measuring 15 m long and 8 m wide. She wants to elevate it by 1/2 meter.	Situation 2: Lito's business is to deliver water to schools. Her water tank measures 4 meters long, 2 meters wide, and 2 meters high. Every morning, he delivers a tank full of water to each of the schools Guide and assist the pupils when doing the activity. Ask each group to show its work and to explain its output.
E. Discussing new concepts and practicing new skills #2	Processing Activities Call some pupils to show their solutions and answers on the board. Ask: How did you solve the problem? Expected answers: <u>For Problem 1:</u>	For Problem 2: Since the volume of the wooden box is given, we divided it by 4cm^3.	3.Processing Activities After the activities are done, let the groups post their created problems from the given situations and let them follow the task below. 1.Read the problem and ask the class to solve the problem. 2.Illustrate and solve the problem with its solution.	

	We used the 4-step plan in solving the problem. We used the appropriate formula.V=l×w×h		Ask: How did you create problems? Expected answer: 1.We familiarized ourselves with the mathematical concepts and their application to real-life situations. 2.We thought of the type of problems we want to create. 3.We read and studied some problems that we have solved and their solutions		
F. Developing mastery (Leads to Formative Assessment 3)	4.Reinforcing the Concept and Skill Discuss the presentation under Explore and Discover on page , LM Math Grade 5. Let the pupils do the activity under Get Moving on page , LM Math Grade 5. Check the pupils' work.	For more practice, let them solve the problem under Keep Moving on page , LM Math Grade 5.	4.Reinforcing the Concept and Skill Discuss the presentation under Explore and Discover on page , LM Math Grade 5. Let the pupils do the activity under Get Moving on page , LM Math Grade 5. Check the pupils' work.	For more practice, let them solve the problem under Keep Moving on page , LM Math Grade 5.	
G. Finding practical applications of concepts and skills in daily living	Applying to New and Other Situations Let the pupils solve these problems. How much space in a room will a cabinet occupy if it is 1.9 m long, 0.61 m wide, and 2.74 m high? A box is 3.5 dm long and 6 dm high. Its volume is 210dm^3. How wide is it?	Let the pupils do items under Apply your Skills on page , LM Math Grade	6.Applying to New and Other Situations Let pupils do the activity under Apply Your Skills on page , LM Math Grade 5. Check the pupils' work.		
H. Making generalizations and abstractions about the lesson	5.Summarizing the lesson Ask the following questions: How do you solve problems involving a cube or a rectangular prism? What are the steps in solving word problems? The four-step method to solve the problem. 1.Understand -Know what is asked. -Identify the relevant facts. 2.Plan -Choose the operation or formula to use. 3.Solve -Perform the strategy. 4.Check -Verify if the answer is correct.		5. Summarizing the lesson Ask the following questions: What did you do to be able to create problems involving the volume of cube and a rectangular prism? What are the steps in creating problems? Steps in creating problems. 1.Familiarize yourself in the concepts. Think of an explanation to everyday life real situations.		

	-State the complete answer.		2.Think of the type of problem you want to create and the formula to be used. Relate the problem to real life situations. 3.Study the solution in solving the problems. 4.Make your own styles/strategies to justify the solutions		
I. Evaluating learning	A.Evaluation Let the pupils solve the following problems: 1.A flower box is 4.3 m long, 0.6 wide, and 0.53 m high. How many cubic meters of soil will fill the box? 2.A rectangular container is 0.4 m long, 0.3 m wide and 1 m high. What is its volume in cubic centimeters? 3.A water tank is 0.8 m long, 0.6 m wide and 1 m high. If the tank is half full, how many cubic centimeters of water does it hold?	Let the pupils solve the following problems. A rectangular block of wood is 25 cm long, 20 cm wide and 15 cm thick. What is its volume? The volume of cube is729 cm^3. What is the length of its side? A school garden is 20 cm long and 3 m wide. How many cubic meters of soil will	A.Evaluation Let the pupils make problems involving the volume of a rectangular prism with corresponding answers based on the given situations. 1.In constructing a new building, a hole 4 m deep, 10 m wide, and 115 m long was dug in the ground. 2.A room is 15 m high, 4 m wide and 10 m long. 3.A bar of gold is 25 dm long, 3 dm wide, and 2 dm high.	Let the pupils create problems for the following situations: A small gift box measures 8 cm long, 7 cm wide and 2 cm high. A rectangular water tank is 5 meter high, 2 m wide and 3 m long. It contains water 2 meter high. The volume of a rectangular prism is 75 cm^3, its height is 6 cm, and its length is 4 cm.	
J. Additional activities for application or remediation	Analyze then solve the problems. A box of milk is 9 cm long, 8 cm wide and 18 cm high. Find its volume? Each book of a set of encyclopedia measures 2.85 dm by 2.15 dm by 0.4 dm. The encyclopedia has 19 books. What is the total volume of all 19 books? The toy hat of Alex is in the shape of a cone. Its base area is 72 cm^2 and its height is 21 cm. What is its volume?	Provide assignment about the lesson	B.Home Activity Let the pupils create problems involving volume, then provide solutions. 1. Ana's sewing box is 7 dm long, 4 dm wide and 3 dm high. 2. An antique wooden chest is in the form of a cube. Its edge is 20 cm.	Provide assignment about the lesson	
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 who scored below 80%	___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 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 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 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 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.
C. Did the remedial lessons 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 help me 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 I use/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. ___**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	*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. ___**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	*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. ___**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	*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. ___**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	*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. ___**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

	___ 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	___ 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	___ 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	___ 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	___ Lecture Method ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___AudioVisual Presentation of the lesson