

Grade 4 Term 2, Week 3 LESSON PLAN

Name of Lesson	Measurement and Geometry: Converting Units of Measure and Time			
Learning Area/s	Mathematics			
Designed by Teacher/s	DepEd libre			
Designed for which Grade Level and Section	Grade 4			
No. of Sessions	Session 1: Length	Session 2: Mass and Capacity	Session 3: Time (Part 1)	Session 4: Time (Part 2)
References (books, websites, toolkits, etc.)	MATATAG Curriculum Guide; DepEd Grade 4 Math Learner's Material; Teacher's Guide	MATATAG Curriculum Guide; Real-world packaging (g, kg, mL, L)	MATATAG Curriculum Guide; Analog/Digital Clocks; Calendar	MATATAG Curriculum Guide; Calendar; DepEd Portal Resources
Declaration of AI use Cite how AI was used in the formulation of the lesson plan. See DO 3, 2026 Annex A.	Artificial Intelligence (AI) tools were used to assist in the preparation of this lesson plan, particularly in generating ideas, improving clarity of instructions, and organizing learning activities aligned with MATATAG competencies. All AI-assisted outputs were carefully reviewed, validated, and contextualized by the teacher to ensure accuracy, appropriateness, and alignment with DepEd standards.			
Intentions.	Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want learners to master by the end of the lesson - keep it clear and simple. Remember: Understanding your learners' evolving context and designing around it help ensure that your lessons connect with and are relevant to them.			

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Learning Competency: Write the competency/ies from the curriculum that we are targeting, and the content or performance standards applicable to the session.	The learners demonstrate an understanding of converting units of measure from larger to smaller units and vice versa (m and cm, km and m, kg and g, g and mg, L and mL) and converting time measures from smaller to larger units and vice versa (sec, min, hr, days, weeks, months, years).			
Learning Objectives: Write the smaller knowledge, skills, or tasks from the competency that the learners will work on and be able to show by the end of the sessions.	Convert meter to centimeter and kilometer to meter (and vice versa).	Convert kg to g, g to mg, and liter to milliliter (and vice versa).	Convert seconds to minutes, minutes to hours, and hours to days (and vice versa).	Convert days to weeks, weeks to months, and months to years (and vice versa).
Learner Context: Write your observations of your learners, and how they have been performing or responding to learning experiences recently. Include strengths, interests, and possible barriers to learning.	Learners are transitioning from concrete to abstract measurement concepts. Most can measure with rulers but struggle with the "moving the decimal" or multiplication/division logic in unit conversion. Some learners prefer visual aids and mnemonic devices. Language barriers in word problems are present.			
Learning Experience.	A learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners gain knowledge, skills, or understanding in a purposeful way.			
Pre-Lesson: Describe how you will help the learners get ready for the lesson.	Drill on basic multiplication/division by 100 and 1000. Review the metric prefixes.	Quick recall of length conversion. Show actual products (milk carton, rice bag) with unit labels.	Recall "telling time" basics. Skip counting by 60s on the board.	Review of the calendar months and the number of days in a week.
Flow: Describe the activities that you can implement in 1 or more sessions	Introduction: Show a 1m stick. Ask: How many 1cm blocks will fit? Introduce "Step Ladder" for units.	Introduction: Use a weighing scale and a measuring cup. Ask: Which is heavier, 1kg or	Introduction: Start a stopwatch for 60 seconds. Ask: How long did that feel? What is 60 seconds in minutes?	Introduction: Recite the poem "30 Days Hath September." Look at the current month on a

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to meet the learning objectives. Apply the Learning Design Principles...	<p>Instructional Procedure: Explain: 1m = 100cm; 1km = 1000m. Rule: Big to Small = Multiply (x); Small to Big = Divide (÷).</p> <p>Activity: "The Meter Dash": Groups convert actual measurements of the classroom (cm to m).</p> <p>Synthesis: Why is it easier to measure a road in km rather than m?</p>	<p>1g? Which is more, 1L or 1mL?</p> <p>Instructional Procedure: 1kg = 1000g; 1g = 1000mg; 1L = 1000mL. Discuss real-life uses (baking, medicine).</p> <p>Activity: "Label Detective": Students look at empty food packages and convert the units to the smaller/larger counterpart.</p> <p>Synthesis: Explain the prefix "milli-" and "kilo-".</p>	<p>Instructional Procedure: 60s = 1min; 60min = 1hr; 24hr = 1day. Practice mental division/multiplication by 60.</p> <p>Activity: "Time Travelers": Converting the time spent sleeping, studying, and playing into minutes/seconds.</p> <p>Synthesis: Why do we have 24 hours in a day instead of 10?</p>	<p>calendar.</p> <p>Instructional Procedure: 7 days = 1 week; 4 weeks ≈ 1 month; 12 months = 1 year. Clarify the 4-week/30-day concept.</p> <p>Activity: "Age in Months": Students calculate their age in months and weeks using conversion rules.</p> <p>Synthesis: How do conversions help in planning long-term projects or holidays?</p>
Learning Resources: List down the learning resources that will help you reach your objectives. Ensure that they are available and inclusive.	Meter stick, Ruler, Conversion Ladder Chart.	Weighing scale, Measuring cups, Empty food/drink containers.	Wall clock, Stopwatch, Conversion charts for 60.	Calendar (2024/2025), Flashcards of months and days.
Opportunities for integration: Write down any possibilities to meaningfully anchor learning areas, special topic, or technology. Write N/A if none.	PE (Measuring track distance), Science (Height of plants).	Science (Mass vs Weight), HE (Measuring ingredients for recipes).	Music (Tempo and duration), ESP (Punctuality).	Araling Panlipunan (Historical timelines and years).
Assessment.	Assessments reveal what learners have gained and what they still need help with. These are helpful in providing you with information to guide your future instruction.			

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<p>Formative Assessment: Create a task, activity, or questions to evaluate learning and provide feedback. (Strictly 5 MCQs per session).</p>	<p>1. Convert 5 meters to centimeters. A. 50 cm B. 500 cm C. 5,000 cm D. 0.5 cm</p> <p>2. How many meters are in 2 kilometers? A. 200 m B. 20 m C. 2,000 m D. 2,500 m</p> <p>3. To convert cm to m, you must... A. Multiply by 100 B. Add 100 C. Divide by 100 D. Subtract 100</p> <p>4. A rope is 300 cm long. How many meters is it? A. 30 m B. 3 m C. 300 m D. 0.3 m</p> <p>5. A road is 4,500 meters. How many kilometers is it? A. 4.5 km B. 45 km C. 0.45 km D. 450 km</p>	<p>1. 3 kilograms is equal to how many grams? A. 30 g B. 300 g C. 3,000 g D. 30,000 g</p> <p>2. Convert 5,000 mL to Liters. A. 5 L B. 50 L C. 0.5 L D. 500 L</p> <p>3. How many milligrams (mg) are in 2 grams? A. 20 mg B. 2,000 mg C. 200 mg D. 20,000 mg</p> <p>4. A soda bottle has 1.5 Liters. How many mL is this? A. 150 mL B. 15 mL C. 1,500 mL D. 15,000 mL</p> <p>5. A pack of sugar is 500 grams. How many kilograms is it? A. 5 kg B. 0.5 kg C. 50 kg D. 0.05 kg</p>	<p>1. How many minutes are in 2 hours? A. 60 min B. 120 min C. 100 min D. 240 min</p> <p>2. Convert 180 seconds into minutes. A. 2 min B. 1.8 min C. 3 min D. 4 min</p> <p>3. There are 48 hours in how many days? A. 1 day B. 2 days C. 3 days D. 4 days</p> <p>4. How many seconds are in 5 minutes? A. 300 sec B. 50 sec C. 500 sec D. 600 sec</p> <p>5. A movie is 150 minutes long. How many hours and minutes is this? A. 2 hrs 10 min B. 1 hr 50 min C. 2 hrs 30 min D. 3 hrs</p>	<p>1. How many weeks are in 21 days? A. 2 weeks B. 3 weeks C. 4 weeks D. 5 weeks</p> <p>2. Convert 3 years into months. A. 30 months B. 33 months C. 36 months D. 24 months</p> <p>3. Approximately how many weeks are in 2 months? A. 4 weeks B. 6 weeks C. 8 weeks D. 10 weeks</p> <p>4. If a baby is 24 months old, how many years old is she? A. 1 year B. 2 years C. 3 years D. 4 years</p> <p>5. How many days are in 4 weeks? A. 24 days B. 28 days C. 30 days D. 31 days</p>
<p>Ways Forward.</p>	<p>Meaningful learning can also happen beyond the classroom - for both the learners and the teacher. Pause and reflect on what happened today.</p>			
<p>Extended learning opportunities: Suggest other learning experiences outside the classroom/class hours that learners may want to access to reinforce what they have learned...</p>	<p>Ask parents for the length of objects at home in cm and convert to m.</p>	<p>Check medicine labels or food packets at home for mg and mL.</p>	<p>Track the time spent on chores in minutes and convert to hours.</p>	<p>Look at a family member's birth year and calculate their age in months.</p>

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Reflections: Think about what you need to change for the next session based on what happened today.	(To be filled out after the lesson) Reflection Prompt: Did the "Step Ladder" visual help students understand when to multiply or divide?	(To be filled out after the lesson) Reflection Prompt: Were learners able to differentiate between mass (g) and capacity (L)?	(To be filled out after the lesson) Reflection Prompt: Did students struggle with the base-60 system compared to the base-10 metric system?	(To be filled out after the lesson) Reflection Prompt: How well did students handle the "4 weeks vs 30 days" monthly estimation?	
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