GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	V
	Teacher:	*Credits to the Writer of this DLL*	Learning Area:	MATHEMATICS
	Teaching Dates and Time:	JUNE 5-9, 2023 (WEEK 6)	Quarter:	4th Quarter

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	The Learner… demonstrates understanding of area, volume and temperature.				
B. Performance Standards	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	Reads and measure temperature using thermometer (alcohol and/ or Digital) in degree Celsius. M5ME-IVf-85/Page 65 of 109	Estimate the Temperature (e.g. inside the classroom) M5ME- IVf-86/Page 65 of 109		Solves routine and non- routine problems involving temperature in real-life situations. , M5ME- IVf-87/Page 65 of 109	
II. CONTENT	Reading and measuring temperature using thermometer (alcohol and/ or Digital) in degree Celsius.	•Estimating temperature		Solves routine and non- routine problems involving temperature in real-life situations	
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages	K to 12 Curriculum for Grade 5	: K to 12 Grade 5 Curriculum		K to 12 Grade 5 Curriculum Guide,	
2. Learner's Material pages		DLP Gr. 5 Module 57 🎬 BEAM LG Gr. 5 Module 19 – Temperature 🎬 Lesson Guide in Elem. Math Gr. 5 p.409 🎬 MISOSA Gr. 5 Module – Temperature			
3. Textbook pages	Mathematics For a Better Life 5 p. 266- 267			Mathematics For A Better Life 5 p.268- 269	
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resources	picture, thermometer, activity sheets, improvised thermometer, a glass of hot water and cold water	activity sheets, thermometer		improvised thermometer, digital or liquid thermometer, activity sheets/cards	
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Drill	Drill Estimate each sum.		**Drill** Using improvised thermometer, show the following temperature readings.	

	Rearrange the jumbled words to form science terms EPATMERETR THEREMOMRTEE RURMCYE d. CSALE 2.Review Give the equivalent. Conversion of linear measure.	Review Match the parts of the thermometer with their function. Column A Column B 1. Mercury A. holds the tube that contains the liquid 2. Glass tube B. rises and fall when there is a change 3. Glass bulb in temperature 4. Scale C. tells how far the liquid goes up and down D. holds the liquid	a. 32.5◦C 18.6◦C 39◦C b. 57.3◦C 20◦C 59.2◦C c. **Review** Give the temperature when the liquid or digital thermometer is: 1.at the freezing point of water 2.10◦C below the normal body temperature 3.25◦C above the boiling point of water 4.between 30◦C to 40◦C 5.at the boiling point of water
B. Establishing a purpose for the lesson	3.Motivation Mother wants to find out if her son has a fever. What is the best thing mother can use to find the body temperature of her sick son?	Motivation How do you know if you have a fever? One has a fever if one's body temperature is above the normal body temperature. The normal body temperature is 37◦C? What will you do if one of the members of your family has a fever	3.Motivation Show 2 glasses of water, one has cold water and the other has hot water. Let the pupils get the actual temperature of the 2 glasses of water. Record the results. Ask: Which of 2 has a higher temperature? lower temperature? How much higher is the temperature of one glass than the other? Valuing: Getting the actual temperature of one's body is important. Why should we read the thermometer with accuracy
C. Presenting examples/instances of the new lesson	1.Presentation Present a model of an improvised thermometer. It has a movable red ribbon which resembles the mercury in an actual thermometer. Ask: What does the red ribbon represents? Give each group an improvised thermometer, announce the temperature readings, The pupils will reflect it in their thermometer model. Check if the temperature reading each group is showing is correct	1. Presentation Present the situation to the class. Mother wants to find out if her son Rommel has fever. She got her thermometer and found out that the mercury level in the thermometer is at 38.5◦C, If the normal body temperature is 37.5◦C, how much higher is her son's temperature than the normal body temperature? Ask: What did Mother wants to find out? What did she do? What kind of mother is she? Is your mother as kind as Rommel's mother? Why is it important to know one's temperature? Ask: What are the given facts? What is asked in the problem? What operation are you going to use?	1. Presentation Present a problem opener. Problem A The weather report in one newspaper predicted the lowest temperature for the day to be 24◦C and the highest at 32◦C. What was the difference in the predicted temperatures for that day? Problem B Marina has a fever. At 12 noon, her temperature increased by 1.8◦C from her temperature at 7 A.M. Then her temperature went down by 1,3◦C at 5 P.M. At 11 P.M., her temperature rose again by

		Do we need the exact/ actual answer in the problem? What word/s suggests that we need only to estimate?	1.1 ◦C. If her temperature at 11 P.M. was 39.7◦C, what was her temperature at 7 A.M.? Ask: How are you going to solve each problem
D. Discussing new concepts and practicing new skills #1	2.Performing the Activities Group Activity Divide the class into four groups. Distribute activity sheets in each group. Provide group 1 with digital thermometer, Group 2 with set of pictures showing temperature readings and Group 3 using pictorials, Group 4 with alcohol thermometer. Group 1 - Using digital thermometer Group 2 - Using pictures of temperature readings Group 3 - Using pictorials Group 4 – Using alcohol thermometer Let them discuss how they read and measure the temperature Group 1- Measure and read the pupils body temperature by putting the digital thermometer under their armpits. Record and compare the results with the other pupils.	2.Performing the Activities Say: Estimating is an educated guess. There are times when an estimate is needed and not the actual one. Say: Let us solve and analyze the solution to the problem. 38.5◦C 39◦C - 37.5◦C -38◦C 1◦C estimated difference So, 1◦C is much higher is her son's temperature than the normal body temperature.	Performing the Activity Group the pupils into four learning teams. Ask the groups to work together in Solve for the answer to each problem. Give the learning teams enough time to do the task. Solution to Problem B : Using the 4- Step Plan Understand : Know what is asked : What was Marina's temperature at 7 A.M.? Know the given facts : At 12 noon, her temperature increased by 1.8◦C from her temperature at 7. A.M .Then it went down by 1.3◦C at 5 P.M. The temperature at 11 P.M. was 39.7◦C. Plan: Determine the operation to be used: Addition and subtraction Write the number sentence: 39.7◦C - (1.8◦C-1.3◦C+1.1◦C) = N Solve: Show your solution (Illustrate the problem by using a diagram) 39.7◦C - (1.8◦C-1.3◦C+1.1◦C) =38.1◦C Marina's temperature at 7 A.M. Check and Look back: 38.1◦C + 1.8◦C = 39.9◦C 39.9◦C - 1.3◦C = 38.6◦C 38.6◦C + 1.1◦C= 39.7◦C

	Group 2 - Read and record each thermometer reading Group 3 - Give pictures and write if it is HOT or COLD -Picture of Baguio city -Picture of a dessert -Picture of a glass of cold glass of water -Picture of cup of coffee Group 4 - Give 2 glasses of water, one has cold water and the other has hot water, using alcohol thermometer measure the temperature of each glasses. Read and record.		
E. Discussing new concepts and practicing new skills #2	3.Processing the Activities Ask: How did you find the activity? How were you able to read and measure the temperature? Discuss. Emphasize that ◦C is read as "degree Celsius" it is used to express temperature. Discuss the difference between an alcohol and a digital thermometer.	**Processing the Activities** **Ask**: How is estimation done in the solution we have in the problem? What was done first to the numbers? Then, what was cancelled in the rounded numbers? Then what was done next? **Say** : Now, let us compare the actual answer to the estimated one. **Ask**: Are the difference the same or different? How near or far is the estimated answer to the actual one? What will you do if the estimated answer is too large or small compared to the actual one?	3.Processing the Activities After all groups have presented their output, ask these questions. •How did you find the activity? •How were you able to find the answer to the problem? •In how many ways were you able to arrive at the answer? Discuss with the pupils the ways on how they were able to solve for the answer to The problems. (Use the 4- step plan and illustrating a diagram) Ask: Are there was by which you can solve the given problems? The first problem is an example of a routine problem. Routine problem solving concerns solving problems that are useful for daily living (in the present or future). The second problem is an example of a non routine problem. Non routine problem solving is mostly concerned with developing pupil's mathematical reasoning power and fostering the understanding that mathematics is a creative endeavor. This kind of problem helps the teacher to motivate and challenge their pupils. Some strategies used in this kinds of problem are Guess and Check, Drawing Diagram,

		Say: There are times that the estimated answer is too long or small if we round both the numbers to the highest place value. One way to make our estimated answer reasonable or close to the exact answer is by using compatible numbers.		Using patterns, Working Backwards.	
F. Developing mastery (Leads to Formative Assessment 3)	4.Reinforcing the Concept and Skill Discuss the presentation under Explore and Discover on page _____ of LM Math Grade 5. Then, ask the pupils to do the activity under Get Moving on page____ of Math Grade 5. For more practice, ask them to do the activity under Keep Moving on page _____ of LM Math Grade 5.	Reinforcing the Concept and Skill Let the pupils study Explore and Discover on page _____of the LM Math Grade 4. Emphasize the estimating of temperature	Ask the pupils to do the exercises under Get Moving on page _____ of LM Math Grade 5. Give more activities. Group the class into two. The first group do set A and group 2 will do set B. SET A 1. Look at the chart of temperature readings in a day. 6:00 a.m.- 24.5 ◦C 8:00 a.m. - 28◦C 10.00 a.m. - 30.4◦C 12:00 a.m. - 31◦C a. At what time was it coolest? b. Did the temperature go up or down during the morning? c. What is the estimate temperature on 6:00 a.m.? d. What was the estimate temperature on 10:00 a.m? e. What was the estimated difference in temperature at 6:00 and 8:00?	4.Reinforcing the Concept and Skill. A.Discuss the presentation under Explore and Discover on page _____ of LM Math 5. Then ask the learners to think of ways on how to solve the following problems. 1.At 1:00 pm, the air temperature was 31.9◦C. By 5:30 pm, it was recorded to be 20.6◦C. Is there a change in temperature? By how much? 2.Enzo's temperature lowered by 1.75◦c after he was given a sponge bath. Before the bath, his body temperature was 40.25◦C.What is his body temperature now?	
G. Finding practical applications of concepts and skills in daily living	6.Applying to New and Other Situations	6.Applying to New and Other Situations Do the activity by pairs.	SET B 1.Choose the correct estimate of the temperature of each.	Applying to New and Other Situations	

	Let the pupils do items 1 and 2 under Apply Your Skills on page _____, LM Math Grade	1.At the start of the marathon the thermometer registered a temperature of 36.7◦C. after the marathon, the temperature dropped by 3.5◦C. What was the estimated temperature after the marathon? 2.What is the estimated temperature if a 30.◦C temperature rises 5.5◦C? For more exercises, ask pupils to do the exercises under Apply Your Skills on page _____, LM Math Grade	a.Hot coffee 30◦C 85◦C b.Strawberry shake 5◦C 50◦C c.Distilled water 20◦C 75◦C d.High fever 40◦C -15◦C e.Air conditioned room 10◦C 90◦C Ask : Which is the best estimated answer? Ask pupils to work on exercises under Keep Moving on page _____of LM Math Grade 5. Check the pupil's answer.	Ask the pupils to do items 1 and 2 under Apply Your Skills on page _____ LM, Math Grade 5	
H. Making generalizations and abstractions about the lesson	5.Summarizing the Lesson Ask the following questions: What is a temperature? How can we measure temperature? What are the parts of a thermometer? What is the metric unit for measuring temperature? •Temperature is the measure of hotness or coldness of an object. •We can measure temperature by using thermometer. •The parts of a thermometer are: mercury, glass tube, glass bulb, and scale. •The commonly used unit to measure temperature is degree Celsius (◦C).	5. Summarizing the Lesson Lead the pupils to generalize as follows. To estimate temperature, round the number to the highest place value and use compatible numbers for the number to be estimated. This will make your estimated temperature reasonable.		5.Summarizing the Lesson Lead the pupils to give the generalization by asking How do you solve routine and non- routine word problem solving involving temperature in real life situation? To solve routine problems involving temperature in real life situations, follow these steps: Understand •know what is asked •Know the given facts •If any, determine the hidden questions Plan •Determine the operation to be used •Write the number sentence Solve •Use the operation to solve	

				Check and Look Back •Write the correct answer	
I. Evaluating learning	C.Assessment Ask the pupils to find the temperature of the following. 1.A kettle of water was made to boil for 5 minutes more than after it reached its boiling point. What is the temperature of the water? 2.What is the room temperature if the red liquid (mercury) rose to 30◦ above the freezing point?	C.Assessment Estimate the temperature. Give the estimated sum or difference. 1.3.5 ◦C higher than normal body temperature 2.10.5◦C below 0◦C 3.Halfway between 78.6◦C and 80.2◦C 4.The sum of 32.4◦C and 33.8◦C 5.The difference between 98.2◦C and 72.8◦C	Find the estimated sum or difference using rounding method then compare with the exact answer. Equation Roundingoff Estimated sum/ difference 1.45.2◦C + 35.5◦C 2.100.2◦C- 98.6◦C 3.73.5◦C- 65.2◦C 4.35.3◦C +23.4◦C 5.17.5 ◦C - 10.3◦C	C. Assessment Solve the following problems: 1.The recorded temperatures for 5 days were 21◦C, 27◦C, 29.2◦C,29.8◦C and 30◦C.What was the average temperature? 2.A freezer is set at 0◦C. Corina reset it to 8.5◦C. Did the temperature in the freezer rise Or drop? By how many degree	Solve the problem. Upon reaching the top of the mountain, a group of mountain climbers boiled water. They observed that the water started to boil at a temperature 6.5◦C lower than the boiling point of water at sea level. What is the boiling point of water at the top of the mountain?
J. Additional activities for application or remediation		Remediation Estimate the temperature by rounding method. 1. 36.2◦C 2. 43.7◦C 3. 19.25◦C 4. 29.2◦C 5. 18.6◦C		Remediation Solve the following problems; show the solution in your notebook. 1.From the normal body temperature, Joseph's temperature rose by 2,5◦c due to high fever. What is Joseph's body temperature? 2.The temperature reading is 42◦C. It changed to 53.5◦C.by how much temperature was increased?	
V. REMARKS					
VI. REFLECTION					
A. No. of learners who earned 80% in the evaluation					
B. No. of learners who require additional activities for remediation who scored below 80%					

C. Did the remedial lessons work? No. of learners who have caught up with the lesson					
D. No. of learners who continue to require remediation					
E. Which of my teaching strategies worked well? Why did these work?					
F. What difficulties did I encounter which my principal or supervisor can help me solve?					
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?					