



**GRADES 1 to 12  
DAILY LESSON LOG**

<b>School:</b>	<b>DepEdClub.com</b>	<b>Grade Level:</b>	<b>IV</b>
<b>Teacher:</b>	<b>File created by Sir BIENVINIDO C. CRUZ JR</b>	<b>Learning Area:</b>	<b>MATHEMATICS</b>
<b>Teaching Dates and Time:</b>	<b>MARCH 18 - 22, 2024 (WEEK 8)</b>	<b>Quarter:</b>	<b>3<sup>RD</sup> QUARTER</b>

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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<b>I. OBJECTIVES</b>					
A. Content Standards	The learner demonstrates understanding of the concepts of time, perimeter, area and volume.				
B. Performance Objective	The learner is able to apply the concepts of time, perimeter, area, and volume to mathematical problems and real-life situations				
C. Learning Competencies/ Objectives (Write the LC code for each)	Visualizing the perimeter of any given closed plane figure in different situations.  M4ME-IIIg-48	Visualizing the perimeter of any given closed plane figure in different situations.  M4ME-IIIg-48	61. finds the perimeter of triangles, squares, rectangles, parallelograms, and trapezoids <b>M4ME-IIIi-51</b>	62. solves routine and non-routine problems in real life situations involving perimeter of squares and rectangles, triangles, parallelograms, and trapezoids <b>M4ME-IIIi-52</b>	
<b>CONTENT</b> (Subject Matter)	Visualizing the Perimeter of any Given Closed Plane Figure in Different Situations.	Visualizing the Perimeter of any Given Closed Plane Figure in Different Situations.	Lesson 58: Measuring Perimeter	Lesson 59 Solving Routine and Nonroutine Problems in Real-Life situations Involving Perimeter	
<b>II. LEARNING RESOURCES</b>					
A. References					
1. Teachers Guide pages	243-247	243-247	243-247	248-251	
2. Learners Material Pages	185-187	185-187	185-187	192-194	
B. Other Learning Resources	Real objects, stick, ruler, table cloth, activity sheets				
<b>III. PROCEDURES</b>	Chart, real objects ruler, meter stick				
A. Reviewing past lesson or Presenting the new lesson	Have a drill on identifying the unit appropriate for measuring a certain object. (TG p. 248)				
B. Establishing a purpose of the new lesson	Conduct a review on finding the perimeter of a triangle, square, rectangle, parallelogram, and trapezoid				
C. Presenting Examples/ instances of the new lesson	Let pupils add or multiply the following numbers mentally.  5 + 5 4 x 10 12 + 24 5 x 20	Let pupils add or multiply the following numbers mentally.  5 + 5 4 x 10 12 + 24 5 x 20	Ask what unit of measurement and measuring tool is appropriate for the following: -distance between building -edge of a table -sides of a handkerchief - length of a safety pin	Present the problems on TG p. 249. Read and analyze the problems.	

D. Discussing new concepts and practicing new skills no.1.	Ask what unit of measurement and measuring tool is appropriate for the following. Distance between buildings Sides of a handkerchief Length of a ball pen Sides of a blackboard	Ask what unit of measurement and measuring tool is appropriate for the following. Distance between buildings Sides of a handkerchief Length of a ball pen Sides of a blackboard	Present the objects for the pupils to observe: A handkerchief      the blackboard The reading table      a neckerchief	Group the pupils into five or six groups. Let the group work together to find the answers to the given problems. Discuss their answers.
E. Discussing new concepts and practicing new skills no.2	Show a plain handkerchief. Ask: What is the shape of this handkerchief? Do you carry your handkerchief everyday? Why? What are the uses of a handkerchief?	Show a plain handkerchief. Ask: What is the shape of this handkerchief? Do you carry your handkerchief everyday? Why? What are the uses of a handkerchief?	Group the pupils into six groups. Assign different objects to each group. Let the pupils work together to find the answers to the given activity following the guide questions on TG p. 244. Let the different groups display their output and ask them to discuss their answers.	After all the groups have presented, let the pupils realize that they can use different strategies to solve problems involving perimeter.
F. <i>Developing Mastery (Leads to Formative Assessment 3.)</i>	Let the pupils observe the following objects: a. A handkerchief b. A picture frame c. The reading table d. The blackboard e. The sides of the room	Let the pupils observe the following objects: f. A handkerchief g. A picture frame h. The reading table i. The blackboard j. The sides of the room	Discuss Explore and Discover on LM p. 185. Give the following activity.	Lead the pupils to understand more about solving routine and nonroutine problems by doing Explore and Discover on LM p. 188.
G. <i>Finding practical application of concepts and skills in daily living</i>	Conduct the <i>Performing the Activity</i> on TG page 244.	Conduct the <i>Performing the Activity</i> on TG page 244.	Work on Get Moving and for more practice, do Keep Moving on LM p. 186. Check the pupils' answers.	Work on Get Moving on LM p. 189. Check their answers. For more practice, answer Keep Moving on LM p. 190. Call some pupils to show their answers on the board.
H. <i>Making Generalization and abstraction about the lesson</i>	Let pupils do the activity under <i>Processing the Activity</i> on TG page 245.	Let pupils do the activity under <i>Processing the Activity</i> on TG page 245.	Lead the pupils in giving the generalizations by asking what is perimeter, How do they find the perimeter of a given figure, and the formula in getting the perimeter of a plane figure. Let the pupils solve the problems on <i>Apply Your Skills</i> on LM p. 246.	To derive at the generalization, ask: How do we solve word problems involving perimeter of closed plane figure. Let the pupils solve the problems under <i>Apply Your skills</i> on LM p. 191. Original File Submitted and Formatted by DepEd Club Member - visit <a href="http://depedclub.com">depedclub.com</a> for more
I. <i>Evaluating learning</i>	Let pupils answer <i>Apply Your Skills-A</i> on LM page 187.	Let pupils answer <i>Apply Your Skills-A</i> on LM page 187.	Do Assessment on TG p. 246-247.	Answer Assessment on TG p. 250-251.
J. Additional activities for application and remediation	Ask: What is perimeter?	Ask: What is perimeter?		
K.	Let pupils answer <i>Assessment</i> on TG page 246.	Let pupils answer <i>Assessment</i> on TG page 246.		

V.REMARKS				
VI.REFLECTION				

No. of learners who earned 80% in the evaluation	___ 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
No. of learners who require additional activities for remediation who scored below 80%	___ 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
Did the remedial lessons work? No. of learners who have caught up with 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	___ Yes ___ No ___ of Learners who caught up the lesson
No. 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	___ of Learners who continue to require remediation
Which of my teaching strategies worked well? Why did these work?	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks
What difficulties did I encounter which my principal or supervisor can help me solve?	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works ___ Reading Readiness ___ Lack of Interest of pupils	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works ___ Reading Readiness ___ Lack of Interest of pupils	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works ___ Reading Readiness ___ Lack of Interest of pupils	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works ___ Reading Readiness ___ Lack of Interest of pupils	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works ___ Reading Readiness ___ Lack of Interest of pupils
What innovation or localized materials did I use/discover which I wish to share with other teachers?	<i>Planned Innovations:</i> ___ Localized Videos ___ Making use big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition ___ Fashcards ___ Pictures	<i>Planned Innovations:</i> ___ Localized Videos ___ Making use big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition ___ Fashcards ___ Pictures	<i>Planned Innovations:</i> ___ Localized Videos ___ Making use big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition ___ Fashcards ___ Pictures	<i>Planned Innovations:</i> ___ Localized Videos ___ Making use big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition ___ Fashcards ___ Pictures	<i>Planned Innovations:</i> ___ Localized Videos ___ Making use big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition ___ Fashcards ___ Pictures

