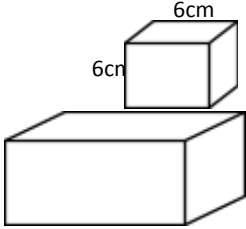


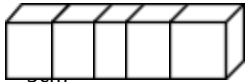
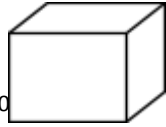
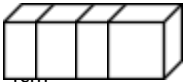
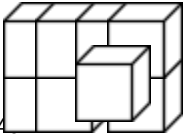


**GRADES 1 to 12
DAILY LESSON LOG**

School:	DepEdClub.com	Grade Level:	IV
Teacher:		Learning Area:	MATHEMATICS
Teaching Dates and Time:	MAY 6 – 10, 2024 (WEEK 6)	Quarter:	4th QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	Demonstrates understanding of the concept of time, perimeter, area, and volume.				
B. Performance Standards	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 for each)	Solves routine and nonroutine problems involving the volume of a rectangular prism. <i>(M4ME-IVf-65)</i>	Solves routine and non-routine problems involving the volume of a rectangular prism. <i>(M4ME-IVf-65)</i>	Creates problems (with reasonable answers) involving volume of rectangular prism. <i>(M4ME-IVf-66)</i>	Creates problems (with reasonable answers) involving volume of rectangular prism. <i>(M4ME-IVf-66)</i>	Creates problems (with reasonable answers) involving volume of rectangular prism. <i>(M4ME-IVf-66)</i>
II. CONTENT	Measurement				
III. LEARNING RESOURCES					
A. References	K to 12 CG in Math 4				
1. Teacher's Guide pages	pp. 307-310	pp. 307-310	pp. 310-313	pp. 310-313	pp. 310-313
2. Learner's Materials pages	pp. 237-240	pp. 237-240	pp. 241-243	pp. 241-243	pp. 241-243
B. Other Learning Resources	Meter stick, ruler, rectangular prism	Meter stick, ruler, rectangular prism	Ruler, manila paper, rectangular prism, activity sheets	Ruler, manila paper, rectangular prism, activity sheets	Ruler, manila paper, rectangular prism, activity sheets
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Review finding the volume of a prism	Group pupils into four. -Give each group a rectangular prism. Let them guess the volume of each prism including the unit of measurement used.	Have a review on solving problems on volume.	Let the pupils solve this problem. -Amy has a box measuring 25 cm long, 20 cm wide and 10 cm high. Find its volume.	Let the pupils solve this problem. -Amy has a box measuring 25 cm long, 20 cm wide and 10 cm high. Find its volume.
B. Establishing a purpose for the lesson	Let 5 to 6 pupils measure the length, width, and height of the cabinet inside the classroom.	Ask each group to explain how they were able to predict the answer.	Let the pupils read the problem and ask them to draw solid figure described in the problem. -A rectangular block of wood is 10 cm long, 8 cm wide and 4 cm thick. What is its volume?	Ask: How do you solve problems on finding volume? -This time you will create problems involving the volume of a cube and a rectangular prism.	Ask: How do you solve problems on finding volume? -This time you will create problems involving the volume of a cube and a rectangular prism.
C. Presenting examples/instances of the new lesson	Present this problem on the board: - A cabinet measures 70 cm long, 40 cm wide and 170 cm high. What is the volume?	Present this problem: A wooden cube has a volume of 1000cm ³ . How many 8cm ³ cubes can you cut from it?	Can you create a problem on volume similar to the one given?	Let the pupils present the solid figures formed.	Let the pupils present the solid figures formed.

				Ask: -What is asked in the problem? -What are the given facts? -What process is needed to solve the problem? -What is the number sentence? -What is the correct answer?	Ask: -What is asked in the problem? -What are the given facts? -What process is needed to solve the problem? -What is the number sentence? -What is the correct answer?
D. Discussing new concepts and practicing new skills #1	Ask: -What is the shape of the cabinet? -Call a pupil to draw the figure of the cabinet and put the dimensions.	Ask: -What is the shape of the wooden cube? -What is its volume? -What is asked in the problem? Solve.	Group work activity. -Divide the class into 6 groups. Let each group discuss how they will make a problem based on the given situation. - Jeiel has a front yard measuring 12 m long and 7 m wide. He wants to elevate it by $\frac{1}{2}$ meter.	Make a problem based from this situation. - Tin's business is to deliver water to schools. His water tank measures 3 m long, 1 m wide and 2 m high. Every morning, he delivers a tank full of water to each of the 3 schools.	Make a problem based from this situation. - Tin's business is to deliver water to schools. His water tank measures 3 m long, 1 m wide and 2 m high. Every morning, he delivers a tank full of water to each of the 3 schools.
E. Discussing new concepts and practicing new skills #2	How will you solve the problem? -Let them solve it.	Give them other examples for them to fully understand the topic being presented.	Discuss the presentation under Explore and Discover , on pages 241 and 242, LM Math Grade 4.	Let the pupils create problem for this situation. -A bar of gold is 20 dm long, 2 dm wide and 1 dm high.	Let the pupils create problem for this situation. -A bar of gold is 20 dm long, 2 dm wide and 1 dm high.
F. Developing mastery (Leads to formative assessment)	Ask the pupils to work on items A and B under Get Moving , LM pp.238-239	For more practice, have the pupils work on items 1 to 4 under Keep Moving on page 239.	Ask the pupils to work on items 1 to 4 under Get Moving , LM pp.242-243.	For more practice, have the pupils work on items 1 to 4 under Keep Moving on page 243.	For more practice, have the pupils work on items 1 to 4 under Keep Moving on page 243.
G. Finding practical/application of concepts and skills in daily living	Do Apply Your Skills on page 240, LM 4.	Find the volume of each solid figures: 	Do Apply Your Skills on page 243, LM 4.	Let the pupils create problems involving volume then, provide the solutions. 1. Grace' sewing box is 5 dm long, 3 dm wide and 2 dm high. 2. An antique wooden chest is in the form of a cube. Its edge is 20 cm.	Let the pupils create problems involving volume then, provide the solutions. 3. Grace' sewing box is 5 dm long, 3 dm wide and 2 dm high. 4. An antique wooden chest is in the form of a cube. Its edge is 20 cm.
H. Making generalizations and abstractions about the lesson	Ask: How do you find the volume of a rectangular prism?	Volume is measured in cubic units, such as cubic centimeters (cm ³), cubic meters (m ³), and cubic millimeters (mm ³).	Lead the pupils to give the generalization by asking: - What did you do to be able to create problems involving the volume of a rectangular prism? - What are the steps in creating problems? Original File Submitted and Formatted by DepEd Club	There are some steps in creating problems: 1. Familiarize yourself with the concepts. Think of an application to everyday life situations. 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.	There are some steps in creating problems: 1. Familiarize yourself with the concepts. Think of an application to everyday life situations. 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.

			Member - visit depedclub.com for more	4. Make your own styles/strategies to justify the solutions.	4. Make your own styles/strategies to justify the solutions.
I. Evaluating learning	Find the volume. 1. 1cm  2. 10cm 	Find the volume. 1cm  2cm 	Let the pupils create problem for this situation. -In constructing a new building, a hole 3 m deep, 9 m wide, and 125 m long was dug in the ground.	Let the pupils create problem for this situation. -A room is 13 m high, 3 m wide and 9 m long.	Let the pupils create problem for this situation. -A room is 13 m high, 3 m wide and 9 m long.
J. Additional activities for application or remediation	Given the following dimensions, draw a spatial figure and find the volume. Length = 12cm Width = 4cm Height = 20cm	Given the following dimensions, draw a spatial figure and find the volume. Length = 5cm Width = 3cm Height = 2cm	Let the pupils create problems for the following situations: 1. A rectangular water tank is 3 meters high, 1 meter wide and 2 meters long. It contains water 2 meters high. 2. The volume of a rectangular prism is 75cm^3 its height is 5 cm and its length is 3cm.		

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)	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS)	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS)	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS)	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS)

	<input type="checkbox"/> Rereading of Paragraphs/ Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	<input type="checkbox"/> Rereading of Paragraphs/ Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	<input type="checkbox"/> Rereading of Paragraphs/ Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	<input type="checkbox"/> Rereading of Paragraphs/ Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	<input type="checkbox"/> Rereading of Paragraphs/ Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks
What difficulties did I encounter which my principal or supervisor can help me solve?	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> 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> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> Pictures	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> Pictures	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> Pictures	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> Pictures	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> Pictures