



GRADES 1 to 12
DAILY LESSON LOG

School:

Teacher:

Teaching Dates and Time:

WEEK 4

Grade Level:

III

Learning Area:

MATH

Quarter:

4TH QUARTER

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

I OBJECTIVES					
<i>Content Standard</i>	Demonstrates understanding of conversion of time ,linear,mass and capacity measures and area of square and rectangle.				
<i>Performance Standard</i>	Able to apply knowledge in conversion of time, linear,mass and capacity measures and area of rectangle and square in mathematical problems and real –life situations.				
<i>Learning Competency</i>	Measuring area using appropriate units.	Derive the formula for the area of a rectangle.	Derive the formula for the area of a square	Convert common units of measure from larger unit to smaller unit and vice versa : liter to milliliter	Weekly Test
II CONTENT	Measuring Area using Appropriate Units M3ME – lvd - 43	Area of a Rectangle M3ME – lve -44	Area of a Square M3ME – lve -44	Converting Common Units of Capacity Measure M3ME – lvc -40	
III. LEARNING RESOURCES					
A. References					
<i>1. Teacher’s Guide Pages</i>				CG p.16 of 18.	
<i>2. Learner’s Materials pages</i>					
<i>3. Text book pages</i>					
<i>4. Additional Materials from Learning Resources</i>					
B. Other Learning Resources					
IV. PROCEDURES					
<i>A. Reviewing previous lesson or presenting the new lesson</i>	Show the ff. figures and let the pupils count and tell the number of squares in the figure.	Conversion of measuring units.	Area of a Rectangle	Kilogram to Gram and Vice -Versa	
<i>B. Establishing a purpose for the lesson</i>	If you are to buy plastic cover for your notebooks ,what is the appropriate unit of area measure to be used?Why?	What can you say about the illustration?		Show a picture of a flooded place with plastic bottles, cups, cans,etc,	
<i>C. Presenting Examples/instances of new lesson</i>	Post the problem on the board.	Show pupils a pictures of things have shapes of a rectangle.		When you buy bottled mineral water or juice, aside from the brand, what other things do you want to see in its label?	
<i>D. Discussing new concepts and practicing new skills #1</i>	- What do we need to find the problem?	- What shapes did you used today?		How do we measure the ff: things?	

<i>E. Discussing new concepts and practicing new skills #2</i>	- What measuring tool can we use to get the length of this notebook?				
<i>F. Developing mastery (Leads to Formative Assessment)</i>	Using sq.cm. Divide the class.				
<i>G. Finding Practical applications of concepts and skills</i>	Do Activity 2 in LM.	Do Activity in LM.		Do Activity 2 in LM.	
<i>H. Making generalizations and abstractions about the lesson</i>	- When do we use square centimeter?	How do we find the area of a rectangle?		How do you convert liter to milliliter?milliliter to liter?	
<i>I. Evaluating Learning</i>	Answer Activity 3 in LM.	Find the area of the ff: 1. table 2. desk 3. stick		Answer Activity 3 in LM.	
<i>J. Additional activities for application or remediation</i>	Look around your house.Give 5 things or figures which can be measured using square centimeters and another 5 things or places which can be measured using square centimeters.	Write 5 tihngs which is in shape of a rectangle.Find its area.		Do Activity 4 in LM.	
V. REMARKS					
VI. REFLECTION					
<i>A. No. of learners who earned 80% on the formative assessment</i>					
<i>B. No. of Learners who require additional activities for remediation</i>					
<i>C. Did the remedial lessons work? No. of learners who have caught up with the lesson.</i>					
<i>D. No. of learners who continue to require remediation</i>					
<i>E. Which of my teaching strategies worked well? Why did these work?</i>					
<i>F. What difficulties did I encounter which my principal or supervisor can help me solve?</i>					
<i>G. What innovation or localized materials did I use/discover which I wish to share with other teachers?</i>					