



GRADES 1 to 12
DAILY LESSON LOG

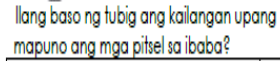
School:		Grade Level:	I
Teacher:	Credits to the Writer of this DLL	Learning Area:	MATHEMATICS
Teaching Dates and Time:	JUNE 5-9, 2023 (WEEK 6)	Quarter:	4 TH QUARTER

I. LAYUNIN	LUNES	MARTES	MIYERKULES	HUWEBES	BIYERNES
A. PAMANTAYANG PANGNILALAMAN	The Learner. . . demonstrates understanding of time and non-standard units of length, mass and capacity.	The Learner. . . demonstrates understanding of time and non-standard units of length, mass and capacity.	The Learner. . . demonstrates understanding of time and non-standard units of length, mass and capacity.	The Learner. . . demonstrates understanding of time and non-standard units of length, mass and capacity.	The Learner. . . demonstrates understanding of time and non-standard units of length, mass and capacity.
B. PAMANTAYAN SA PAGGANAP	The Learner. . . is able to apply knowledge of time and non-standard measures of length, mass, and capacity in mathematical problems and real-life situations	The Learner. . . is able to apply knowledge of time and non-standard measures of length, mass, and capacity in mathematical problems and real-life situations	The Learner. . . is able to apply knowledge of time and non-standard measures of length, mass, and capacity in mathematical problems and real-life situations	The Learner. . . is able to apply knowledge of time and non-standard measures of length, mass, and capacity in mathematical problems and real-life situations	The Learner. . . is able to apply knowledge of time and non-standard measures of length, mass, and capacity in mathematical problems and real-life situations
C. MGA KASANAYAN SA PAGKATUTO (Isulat ang code ng bawat kasanayan)	M1ME-IVf-22 Estimates and measures capacity using non-standard unit.	M1ME-IVf-22 Estimates and measures capacity using non-standard unit.	M1SP-IVg-1.1 Collects data on one variable through simple interview.	M1SP-IVg-1.1 Collects data on one variable through simple interview.	
II. NILALAMAN					
A. Sanggunian					
1. Mga Pahina sa Gabay ng Guro					
2. Mga Pahina sa Kagamitang Pangmag-aaral					
B. Kagamitan					
III.					
A. Balik-aral at/o pagsisimula ng bagong aralin	Ipangkat sa dalawa ang klase.Bigyan ang bawat pangkat ng tigdadalawang transparent na garapon, ang isa ay puno ng buhangin ang isa naman ay walang laman.Bigyan ang unang pangkat ng plastik na baso bilang panukat at plastic na tasa sa pangalawang pangkat. Ipasukat	Ano ang pinag-aralan natin kahapon?	Ipangkat ang klase sa dalawa.Bigyan ng tally sheet ang bawat pangkat. Ang unang pangkat ay tatanungin isa-isa ang miyembro ukol sa paboriitong gulay samantalang ang ikalwag pangkat ay ukol sa paboritong prutas. Bawat sagot ng miyembro ay katumbas ng isang marka sa tally sheet. Itatally ng lider ang	Ano ang pinag-aralan natin kahapon?	

C. Pag-uugnay ng mga halimbawa sa bagong aralin	Illustrative Example a  =  b  =  c  = 	Ilang baso mayroon ang isang pitsel?	Illustrative Example I = 1 IIII = 5 <table><tr><th>Bagay</th><th>Tally Marks</th><th>Kabuuan</th></tr><tr><td></td><td>IIII-I</td><td>7</td></tr><tr><td></td><td>IIII-II</td><td>10</td></tr><tr><td></td><td>IIII-IIII-III</td><td>18</td></tr><tr><td></td><td>III</td><td>3</td></tr></table>	Bagay	Tally Marks	Kabuuan		IIII-I	7		IIII-II	10		IIII-IIII-III	18		III	3	Pagpapakita ng mga bata ng kanilang ginawang talaan.
Bagay	Tally Marks	Kabuuan																	
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	IIII-II	10																	
	IIII-IIII-III	18																	
	III	3																	
D. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1	a. Ilang basong gatas ang laman ng isang garapon? b. Ilang tasang kalamansi juice ang laman ng isang pitsel? c. Ilang tabong tubig ang laman ng isang timba?	Ang dami ng laman ng isang malaking lagayan ay maaaring maipakita sa bilang ng maliliit na lagayan o panukat.	Paano malalaman ang kabuuang bilang ng bawat bagay?	Anong paboritong pagkain kaya ang mas madami ang bilang/ ang mas kakaunti ang bilang?															
E. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2	Tingnan ang larawan.Bilangin ang maliit na lagayan bilang panukat upang malaman ang dami ng laman ng malaking lagayan.Isulat ang sagot sa loob ng kahon.	Pangkatang gawain Pangkat 1 – Ilang basong tubig ang laman ng isang garapon/ Pangkat 2 – Ilang tasang tubig ang laman ng isang pitsel? Pangkat 3 – Ilang tabong tubig ang laman ng isang timba?	Tingnan ang talahanayan at punan ang kabuuang bilang ng bagay ayon sa tally marks na nakasulat.	Tingnan ang talahanayan at punan ang kabuuang bilang ng bagay ayon sa tally marks na nakasulat.															

	Sampung basong patas kaya ang kailangan upang mapuno ang isang pitsel. Ilang basong patas kaya ang kailangan upang mapuno ang mga pitsel sa unang hanay? Isulat sa kailangang hanay ang sagot! <table><thead><tr><th></th><th>Pitsel</th><th>Baso</th></tr></thead><tbody><tr><td>1.</td><td></td><td></td></tr><tr><td>2.</td><td></td><td></td></tr><tr><td>3.</td><td></td><td></td></tr><tr><td>4.</td><td></td><td></td></tr><tr><td>5.</td><td></td><td></td></tr></tbody></table>		Pitsel	Baso	1.			2.			3.			4.			5.			Nakikibahagi k aba sa gawain ng iyong pangkat? Masaya ka bang nakikiisa sa mga kasapi ng iyong pangkat?	Punan ang talahanayan B ukol sa sagot ng sampung mag-aaral mula sa interview ukol sa paborito nilang subject o aralin mula sa talahanayan A.Itally ang sagot at isulat ang kabuuang bilang. A <table><thead><tr><th>Mag-aaral</th><th>Subjects o Aralin</th></tr></thead><tbody><tr><td>Mag-aaral 1</td><td>Araling Panlipunan, ESP, Math, Filipino, English, MAPEH,</td></tr><tr><td>Mag-aaral 2</td><td>Araling Panlipunan, ESP, Math, Filipino, English, MAPEH, MTB-MLE</td></tr><tr><td>Mag-aaral 3</td><td>Araling Panlipunan, ESP, Math, Filipino, MAPEH, MTB-MLE</td></tr><tr><td>Mag-aaral 4</td><td>Araling Panlipunan, ESP, English, MAPEH, MTB-MLE</td></tr><tr><td>Mag-aaral 5</td><td>Araling Panlipunan, ESP, Math, Filipino, English, MAPEH,</td></tr><tr><td>Mag-aaral 6</td><td>Araling Panlipunan, ESP, Math, Filipino, English, MAPEH, MTB-MLE</td></tr><tr><td>Mag-aaral 6</td><td>Araling Panlipunan, Math, Filipino, English, MAPEH, MTB-MLE</td></tr><tr><td>Mag-aaral 7</td><td>Araling Panlipunan, ESP, Math, Filipino, English, MAPEH, MTB-MLE</td></tr><tr><td>Mag-aaral 8</td><td>Araling Panlipunan, Math, Filipino, English, MAPEH, MTB-MLE</td></tr><tr><td>Mag-aaral 9</td><td>Araling Panlipunan, ESP, Math, English, MAPEH, MTB-MLE</td></tr><tr><td>Mag-aaral 10</td><td>ESP, Math, Filipino, English, MAPEH, MTB-MLE</td></tr></tbody></table> B <table><thead><tr><th>Subjects/aralin</th><th>Tally Marks</th><th>Kabuuang bilang</th></tr></thead><tbody><tr><td>1. ESP</td><td></td><td></td></tr><tr><td>2. Math</td><td></td><td></td></tr><tr><td>3. Araling Panlipunan</td><td></td><td></td></tr><tr><td>4. MTB-MLE</td><td></td><td></td></tr><tr><td>5. Filipino</td><td></td><td></td></tr><tr><td>6. MAPEH</td><td></td><td></td></tr><tr><td>7. English</td><td></td><td></td></tr></tbody></table>	Mag-aaral	Subjects o Aralin	Mag-aaral 1	Araling Panlipunan, ESP, Math, Filipino, English, MAPEH,	Mag-aaral 2	Araling Panlipunan, ESP, Math, Filipino, English, MAPEH, MTB-MLE	Mag-aaral 3	Araling Panlipunan, ESP, Math, Filipino, MAPEH, MTB-MLE	Mag-aaral 4	Araling Panlipunan, ESP, English, MAPEH, MTB-MLE	Mag-aaral 5	Araling Panlipunan, ESP, Math, Filipino, English, MAPEH,	Mag-aaral 6	Araling Panlipunan, ESP, Math, Filipino, English, MAPEH, MTB-MLE	Mag-aaral 6	Araling Panlipunan, Math, Filipino, English, MAPEH, MTB-MLE	Mag-aaral 7	Araling Panlipunan, ESP, Math, Filipino, English, MAPEH, MTB-MLE	Mag-aaral 8	Araling Panlipunan, Math, Filipino, English, MAPEH, MTB-MLE	Mag-aaral 9	Araling Panlipunan, ESP, Math, English, MAPEH, MTB-MLE	Mag-aaral 10	ESP, Math, Filipino, English, MAPEH, MTB-MLE	Subjects/aralin	Tally Marks	Kabuuang bilang	1. ESP			2. Math			3. Araling Panlipunan			4. MTB-MLE			5. Filipino			6. MAPEH			7. English			Masaya ka bang ginagawa ang iyong pagtatanong sa iyong mga kamag-aral? Nakikinig k aba ng mabuti sa kanilang mga sagot?	
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H. Paglalahat ng aralin	Ang dami ng laman ng isang malaking lagayan ay maaaring maipakita sa bilang ng maliliit na lagayan o panukat.	Ang dami ng laman ng isang malaking lagayan ay maaaring maipakita sa bilang ng maliliit na lagayan o panukat.	Upang mabilang ang bawat bagay nang may kaayusan maaaring gumamit ng tally marks.Ang bawat tally marks ay katumbas ng isang bilang ng bagay.	Upang mabilang ang bawat bagay nang may kaayusan maaaring gumamit ng tally marks.Ang bawat tally marks ay katumbas ng isang bilang ng bagay.																																																																			
I. Pagtataya ng aralin	Basahin at unawain ang suliranin. Isulat ang sagot sa loob ng kahon. Magtitimpla si nanay ng gatas para sa kanyang anim na anak.Tatlong baso lang ang laman ng isang pitsel. Ilang pitsel kaya	Limang basong tubig ang kailangan upang mapuno ang isang pitsel. Sipiin sa inyong kuwaderno ang talahanayan.	Basahin at unawain ang suliranin. Punan ang talahanayan. Nagkaroon ng interview sa paaralan ukol sa paboritong gawain ng mag-aaral sa loob ng klase. Sampu ang sumagot na	Basahin at unawain ang suliranin. Punan ang talahanayan. Nagkaroon ng interview sa paaralan ukol sa paboritong flavor ng icecream ng mag-aaral. Sampu ang sumagot na paborito nila ang																																																																			

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Mga Gawain sa Paarala n	Tally Marks	Kabuua ng Bilang
1.		
2.		
3.		

Flavor ng icream	Tally Marks	Kabuua ng Bilang
4.		
5.		
6.		

Susukati n	Panukat	Bilang
Isang pitsel na gatas	baso	
Isang timbang tubig	tabo	
Isang basong tubig	kutsara	
Isang pitsel na tubig	tasa	

Gulay	Tally Marks	Kabuuan

	Isang timbang tubig	pitsel								
IV. MGA TALA										
V. PAGNINILAY										
A. Bilang ng mag-aaral na nakakuha ng 80% sa pagtataya	___ bilang ng Mag-aaral na nakakuha ng 80% sa Pagtataya		___ bilang ng Mag-aaral na nakakuha ng 80% sa Pagtataya		___ bilang ng Mag-aaral na nakakuha ng 80% sa Pagtataya		___ bilang ng Mag-aaral na nakakuha ng 80% sa Pagtataya			
B. Bilang ng mag-aaral na nangangailangan ng iba pang gawain para sa remediation	___ bilang ng mag-aaral na nangangailangan ng gawain para sa remediation		___ bilang ng mag-aaral na nangangailangan ng gawain para sa remediation		___ bilang ng mag-aaral na nangangailangan ng gawain para sa remediation		___ bilang ng mag-aaral na nangangailangan ng gawain para sa remediation			
C. Nakatulong ba ang remedial? Bilang ng mga mag-aaral na naka-unawa sa aralin	___Oo ___Hindi ___ bilang ng mag-aaral na naka-unawa sa aralin		___Oo ___Hindi ___ bilang ng mag-aaral na naka-unawa sa aralin		___Oo ___Hindi ___ bilang ng mag-aaral na naka-unawa sa aralin		___Oo ___Hindi ___ bilang ng mag-aaral na naka-unawa sa aralin			
D. Bilang ng mga mag-aaral na magpapatuloy sa remediation	___ bilang ng mag-aaral na magpapatuloy sa remediation		___ bilang ng mag-aaral na magpapatuloy sa remediation		___ bilang ng mag-aaral na magpapatuloy sa remediation		___ bilang ng mag-aaral na magpapatuloy sa remediation			
E. Alin sa mga istratehiya sa pagtuturo ang nakatulong ng lubos?	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ 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 ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ 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 ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ 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 ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ 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 ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ 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	
F. Anong suliranin ang aking naranasan na nasolusyunan	___ Bullying among pupils ___ Pupils’ behavior/attitude		___ Bullying among pupils ___ Pupils’ behavior/attitude		___ Bullying among pupils ___ Pupils’ behavior/attitude		___ Bullying among pupils ___ Pupils’ behavior/attitude			

sa tulong ng aking punongguro?	___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works <i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works <i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works <i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works <i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works <i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition
G. Anong kagamitang panturo ang aking nadibuho na nais kong ibahagi sa mga kapwa ko guro?	<i>The lesson have successfully delivered due to:</i> ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets <i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ 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>The lesson have successfully delivered due to:</i> ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets <i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ 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>The lesson have successfully delivered due to:</i> ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets <i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ 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>The lesson have successfully delivered due to:</i> ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets <i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ 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>The lesson have successfully delivered due to:</i> ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets <i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ 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