

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	I
	Teacher:		Learning Area:	MATHEMATICS
	Teaching Dates and Time:	APRIL 8 – 12, 2024 (WEEK 2)	Quarter:	4TH 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-IVb-3 tells and writes time by hour, half-hour and quarter-hour using analog clock.	M1ME-IVb-3 tells and writes time by hour, half-hour and quarter-hour using analog clock.	M1ME-IVb-3 tells and writes time by hour, half-hour and quarter-hour using analog clock.	M1ME-IVb-3 tells and writes time by hour, half-hour and quarter-hour using analog clock.	M1ME-IVb-3 tells and writes time by hour, half-hour and quarter-hour using analog clock.
II. NILALAMAN					
A. Sanggunian					
1. Mga Pahina sa Gabay ng Guro	59-62	59-62	59-62	59-62	59-62
2. Mga Pahina sa Kagamitang Pangmag-aaral	324-335	324-335	324-335	324-335	324-335
B. Kagamitan					
III.					
A. Balik-aral at/o pagsisimula ng bagong aralin	Pabilangin ang mga bata gamit ang natutuhang skip counting by 5’s	Ilan ang kalahati ng: 10? 20? 30? 60?	Gumuhit ng iba’t ibang hugis ng orasan sa inyong notbuk.		
B. Paghahabi sa layunin ng aralin	Ipakita ang larawan ng isang batang babae na naghahanda para sa eskwela.	Laro: Pabilisan sa pagsabi ng sagot. Sabihin ang oras na ipapakita ko. 3:00 8:00	Iguhit ang mahabang kamay ng orasan para ipakita ang oras na ipinakikita ng orasan. 		

	Sabihin: Ito si Pamela. Naghahanda siya sa pagpasok sa paaralan. Kailangan ni Pamela na makarating sa paaralan isang oras mula ngayon. Ika-anim ng umaga ang oras ngayon. Anong oras siya dapat na nasa paaralan? 	12:00 7:00 1:00			
C. Pag-uugnay ng mga halimbawa sa bagong aralin	Ngayong umaga, pag-aaralan natin ang pagsasabi at pagsulat ng oras gamit ang orasan 	Lutasin ang suliranin: Nagsimulang mag-aral ng leksiyon si Liza sa ganap na ika-pito ng gabi. Natapos niya pagkatapos ng kalahating oras. Anong oras natapos si Liza sa pag-aaral ng leksiyon? Gamitin ang orasan. Ipakita ang oras sa ika-pito ng gabi. Unti-unting paikutin ang mahabang kamay habang bumibilang ng limahan: 5,10,15,20,25,30(Ipaliwanag na pag ang mahabang kamay ay nakaturo sa 6 katumbas ito ng 30 minuto. Natapos si Liza sa ganap na 7:30. Tatlumpong minuto matapos ang ikapito ng gabi	Ipakita ang orasan. Ilang minuto ang katumbas ng bawat bilang? Ilang minuto ang katumbas ng isang oras? Pabilangin ng limahan hanggang maituro ang 12 na bilang sa orasan na katumbas ng 60 minuto. Narito ang orasan. Basahin ang oras na makikita rito 2:15  1:45  5:30 		
D. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1	Ngayon ay ika-anim ng umaga. Pupunta si Pamela sa paaralan isang oras mula ngayon.(Ituro sa orasan ang 6) Paikutin nang kumpletong ikot ang mahabang kamay ng orasan.(Ipaliwanag na sa bawat bilang ay may katumbas na 5 minuto at ang kabuuang bilang ng kumpletong ikot ay 60 na minuto) Ano ang bilang pagkatapos ng 6?	Paano natin nakuha ang wastong sagot. Saan nakaturo ang maikling kamay? (7) Saan nakaturo ang mahabang kamay?(6) Ilang minuto ang katumbas ng 6? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Saan nakaturo ang maikling kamay? Saan nakaturo ang mahabang kamay? Ilang minuto ang katumbas kung nakatapat ang kamay sa 3?(15) sa 6(30) sa 9? (45)		

	Anong oras dapat na nasa paaralan si Pamela?(7)				
E. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2	Paano natin nakuha ang wastong sagot. Ano ang napansin ninyo sa orasan? Ilan ang mga kamay ng orasan? Magkasinghaba ba ang kamay ng orasan? Ilan ang bilang sa mukha ng orasan? Alin ang nagsasabi ng oras? minuto? Segundo?	Sabihin kung anong oras ang ipinakikita sa bawat orasan. 11:30 5:30 9:30 1:30 6:30	Sabihin kung anong oras ang ipinakikita sa bawat orasan. 3:10 4:05 6:45 12:30		
F. Paglinang sa kabihasnan (<i>Tungo sa Formative Assessment</i>)	Gamit ang orasan (improvised clock) Ipakita ang oras na sasabihin ko 11:00 5:00 9:00	Gumuhit ng orasan. Iguhit ang kamay matapos ang kalahating oras. 2:00 _____ 5:00 _____ 8:00 _____	Ipakita sa orasan ang: 5:30 8:15 4:45		
G. Paglalapat ng aralin sa pang-araw-araw na buhay	Ilang minuto ang katumbas ng isang oras?	Ilan minuto ang katumbas ng kalahating oras?	Ilan minuto ang katumbas ng sangkapat na oras?		
H. Paglalahat ng aralin	Tandaan: Ang isang oras ay may katumbas na 60 minuto. Ang maikling kamay ang nagsasabi ng oras. Ang mahabang kamay ang nagsasabi ng minuto. Ang isa pang kamay ng orasan ay nagsasabi ng Segundo. 60 segundo ang katumbas ng 1 minuto. Ang mahabang kamay ay kumikilos nang mabilis kaysa sa maikling kamay ng orasan. Ang kumpletong ikot ng mahabang kamay sa orasan ay katumbas ng isang oras. Sa pagsasabi ng saktong oras ang maikling kamay ang unang	Tandaan: Ang kalahating oras ay katumbas ng 30 minuto. Nakaturo sa pagitan ng dalawang bilang ang maikling kamay at sa 6 ang mahabang kamay	Tandaan: Ang sangkapat na oras ay katumbas ng 15 minuto. Ang mahabang kamay ay nakaturo sa bilang na 3 na katumbas ng 15 minuto, sa 6 katumbas ng 30 minuto, at sa 9 katumbas ng 45 na minuto (Ipaliwanag na ang 60 pag hinati sa apat ay 15)		

	titingna kung saan nakaturo na bilang at ang mahabang kamay ay palaging nakaturo sa 12.				
I. Pagtataya ng aralin	A. Sabihin ang oras sa orasan na ipakikita ng guro. B. Basahin at isulat ang oras. 2:00 12:00 9:00 6:00 10:00	Iguhit ang oras sa bawat orasan  3:30 4:30 12:30  5:30 1:30	. Isulat ang oras sa bawat orasan  5:05 12:55 1:10  5:45 2:35		
J.Karagdagang gawain para sa takdang-aralin at remediation	Gumawa ng orasan gamit ang lumang karton, dalhin ito bukas.	Gumuhit ng iba't ibang hugis ng orasan sa inyong notbuk.	Gumuhit ng orasan para ipakita ang mga sumusunod na oras:		
			3:05 6:50 12:00 4:25		
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	___ 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	___ 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	___ 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	___ bilang ng mag-aaral na magpapatuloy sa remediation
E. Alin sa mga istrategiya 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	<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	<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	<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	<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	___ 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	___ 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	___ 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	___ 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 sa tulong ng aking punongguro?	___ Bullying among pupils ___ Pupils' behavior/attitude ___ 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	___ Bullying among pupils ___ Pupils' behavior/attitude ___ 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	___ Bullying among pupils ___ Pupils' behavior/attitude ___ 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	___ Bullying among pupils ___ Pupils' behavior/attitude ___ 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	___ Bullying among pupils ___ Pupils' behavior/attitude ___ 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/	<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/	<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/	<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/	<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 Why? ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method Why? ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method Why? ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method Why? ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method Why? ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks
--	--	--	--	--	--