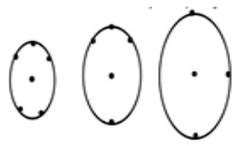
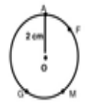
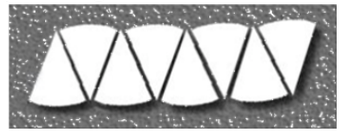
GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	V
	Teacher:	*Credits to the Writer of this DLL*	Learning Area:	MATH
	Teaching Dates and Time:	MAY 2-5, 2023 (WEEK 1)	Quarter:	4TH Quarter

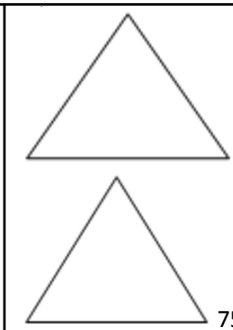
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES	Identify the diameter and radius of the circle				
A. Content Standards	demonstrates understanding of area, volume and temperature.				
B. Performance Standards	is able to apply knowledge of area, volume and temperature in mathematical problems and real-life situations.				
C. Learning Competencies/Objectives Write the LC code for each		visualizes area of a circle. Identify the diameter and radius of the circle Illustrates circle with different radii Find enjoyment in doing the activity **M5ME-IVa-72 /Page 63 of 109**	Derives a formula in finding the area of a circle Illustrates circle with different orientation Find enjoyment in doing the activity M5ME-IVa-73/Page 63 of 109	derives a formula in finding the area of a circle . **M5ME-IVa-73**	Identifies the base, percentage, and rate in the problem. M5NS-IIIa-138
II. CONTENT		•Visualizing the area of a circle •Knowledge about measuring instrument	•Deriving a formula in finding the area of a circle •Knowledge about measuring instrument	•Deriving a formula in finding the area of a circle •Knowledge about measuring instrument	•Define percentage, rate or percent and base.
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages				K to 12 Curriculum Guide (M5NS-IIIa-138) Lesson Guide in Mathematics 5 pp. 417 Lesson Guide in Math 6 p 311	K to 12 Curriculum Guide (M5NS-IIIa-138) Lesson Guide in Mathematics 5 pp. 417 Lesson Guide in Math 6 p 311
2. Learner's Material pages		BEAM LG Gr. 5 Module 14 - Area	DLP Gr. 5 Module 49 BEAM LG Gr. 5 Module 14 – Area Lesson Guide in Elem. Math Gr. 5 p.382		

			MISOSA Gr. 5 Module – Area of a Circle		
3. Textbook pages		XL Excelling in Mathematics 5 Mathematics 5 &6 Lesson Guides http://www.slideshare.net/GradeSix1/lp-circle M5ME –Iva 72	XL Excelling in Mathematics 5 Mathematics 5 &6 Lesson Guides	XL Excelling in Mathematics 5 Mathematics 5 &6 Lesson Guides Code: M5ME –IVa 73	
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resources		chart, ruler, real circle objects, pencil, compass	A large, heavy-paper or cardboard circle, about 12" in diameter, scissors, rulers, colored markers or crayons		5 pieces of hundred square grid cardboard and crayons
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson		Have a review on solving problems involving circumference of a circle. Review the formula, give examples, and then give exercises for the pupils to do.	2.Review Have a review about the parts of the circle.		Drill on percent Parade of Colors Materials: 5 pieces of hundred square grid cardboard and crayons Mechanics: a. Divide the class into 5 groups. b. Distribute cardboards, one of each group. c. Let pupils shade different portions with different colors. Example: green-12%, yellow- 25%, blue- 20% red -35% indicate the % for the unshaded part. d. The first group to present work accurately done wins the game.

B. Establishing a purpose for the lesson		Ask the pupils Is a circle a polygon? Why? and why not?	Ask the pupils If the shape of the circle can be parallelogram		Motivation: Action Song (Body Exercise) Tune: Are you Sleeping Title: Fraction to Percent (One-fourth) 4x (Twenty-five) 2x (One-fourth change to percent) 2x (Twenty-five percent) 2x One-half = 50% One-fifth = 20% Three-fourths = 75% Two-fifths = 40%
C. Presenting examples/instances of the new lesson		1.Presentation A.Have the pupils observe the circles below Take a look at each of the circles. Do you find any line segments?  A circle is a plane closed figure. That is not made out of line segments so, it is not a polygon. A circle is named by its center.	Present a parallelogram.		Present group activity Acting Out: My Favorite Fruit
D. Discussing new concepts and practicing new skills #1		2.Performing the Activities Group Activity Divide the class into five groups. Distribute the cue card and let them answer the cards. Let them discuss. Use circle cero to complete the following statements:	1.Discuss with students practical applications for finding the area of a circle. Explain the problems associated with partitioning a circle into unit squares to find its area. Elicit suggestions on how the area might be determined.		Mechanics; 1. Divide the class into 8 groups. 2. Teacher will presents a question: If you were to choose which fruits

		1.The distance from point O to point F is _____. 2.The distance from point O to point M is _____. 3.The distance from point O to point G is _____. 4.If point G, O and F lie on one line, the distance from point G to F is _____. B.Have the pupils observed the circle. Introduce the Radius and Diameter of a circle. Show examples of radius that are connected to the tangent and from a center. Use compass in drawing a circle.	2.Pass out the paper circles, scissors, rulers and colored markers or crayons. 3.Have students draw a diameter (it does not need to be exact), and use two different colors to fill in the resulting semicircles. 4. Instruct students to cut the circle in half along the diameter. Then have them cut each of the resulting semicircles in half again. There are now a total of four pieces, two of each color. 5. Ask students to assemble the four pieces, alternating colors, so that they form a shape which resembles a parallelogram 		would you like to eat everyday? 3. Each group decides on their favourite fruit among the fruits posted on the board. 4. Teacher request the 8 group leaders to stand at the back of the classroom. 5. As the teacher gives the signal, the leaders go to the fruit the fruit chose. 6. The teacher ask the leaders to explain their choices. 7. Let the pupils form the ratios for each fruit chosen: number of groups who chose the fruit To the total number of groups. 8. Convert the ratios to fractions then to percent.
E. Discussing new concepts and practicing new skills #2		Group Activity Divide the class into five groups. Distribute the cue card and let	2.Performing the Activities Group Activity. Divide the class into three groups. Distribute the activity card and let them follow the direction written in the activity card.		Discussion a. How many group are there? 8 b. How many chose apple? 6

		them answer the cards. Let them discuss. Use circle cero to complete the following statements:  The distance from point O to point F is _____. The distance from point O to point M is _____. The distance from point O to point G is _____. If point G, O and F lie on one line, the distance from point G to F is _____. 1. The distance from point O to point F is _____. 2. The distance from point O to point M is _____. 3. The distance from point O to point G is _____. 4. If point G, O and F lie on one line, the distance from point G to F is _____. B. Have the pupils observed the circle. Introduce the Radius and Diameter of a circle. Show examples of radius that are connected to the tangent and from a center. Use compass in drawing a circle.	Group A.Have students cut each of the sectors in half, once more, resulting in a total of 8 equal sectors, four of each color. Ask students to assemble the eight pieces, alternating colors, so that they form a shape which resembles a parallelogram.  Group B. Have students cut each of the sectors in half, once more, resulting in a total of 16 equal sectors, eight of each color. Ask students to assemble the sixteen pieces, alternating colors, so that they form a shape which resembles a parallelogram.  Group C. Solicit suggestions as to how to make the shape even more like parallelogram. (This can be achieved by cutting each of the sectors in half over and over again). Note: Do not allow students to create more than 16 sectors since they can become unmanageable.  Explain the following points. • This is very close to a parallelogram! You can see that the top and bottom are still not perfectly		c. How do we write it in percent? 75% Say: We can write: 75% of 8 = 6 We deal with the three elements: rate, base and percentage: 75% of 8 = 6 Rate Base Percentage The relationship among the three is: R x B = p or P = R x B 75% is the rate. The number written with the word “percent” or with the symbol “%” It can be expressed as a ratio of fraction . 8 is called the base. The total or whole and it is the number that usually follows the phrase “percent of” or “% of”. 6 is called percentage. It is the part of the whole. We can also use the Techan’s Triangle to identify rate, base and percentage.

			straight … they are definitely a little bumpy. Can you visualize what would happen if we kept going? If we continued to break the circle up into thinner and thinner sectors, eventually, the bumps would become so small that we couldn't see them, and the top and bottom of the shape would appear perfectly straight. • Now we can use the area formula for a parallelogram to help us find the area of the circle. • ($A=b \cdot h$) The next question is, "How long are the base and height of the parallelogram we made from the circle parts?" • The original circle's outside perimeter was the distance around, or the circumference of the circle: $C=2 \cdot \pi \cdot r$ • Half of this distance around goes on the top of the parallelogram and the other half of the circle goes on the bottom. This is known as the base of the parallelogram. • The height of the parallelogram is just the radius of the original circle. • Now let's substitute the information into the formula for the parallelogram.		 75% 8
F. Developing mastery (Leads to Formative Assessment 3)		After the presentations of each group, ask: how did you find the activity? Did you able to visualize the area of the circle? What value is developed in performing the activity?		3.Processing the Activities After the presentations of each group, ask: how did you find the activity? Did you able to derive a formula in finding the area of the circle? What value is developed in performing the activity? Expected Answers: • A little bit confusing	Performing the Activities A. Using flashcards. Identify the rate, base and percentage. B. Have the pupils work in group. The teacher gives problem statements wherein the pupils

		Expected Answers: A little bit confusing Yes by listening to the teacher explanation Enjoyment and Cooperation		• Yes by listening to the teacher explanation • Enjoyment and Cooperation	Identify the rate, base and percentage: Group 1: Paolo listen very well to the teacher during the discussion of the lesson. When they were given a 5-itm test he got 4 correct answer. He has a grade of 80%. Group 2: There are 40 pupils in a class. Seventy-five percent of them are present. 30 pupils are present Group 3: Monique invited 300 kids to her party. Only 15% of the kids did not showed up.Forty-five kids did not attend the party. Group 4: Shiela got 90% of a 20-item test in Science. She answers 18 item correctly.
G. Finding practical applications of concepts and skills in daily living		Ask the pupils to answer the activity under **Get Moving** on page ___ LM Math Grade V. Ask them also to answer the activity under **Keep Moving** on page ____ LM Math Grade V.		4.Reinforcing the Concept and Skill Ask the pupils to answer the activity under Get Moving on page ___ LM Math Grade V. Ask them also to answer the activity under Keep Moving on page ____ LM Math Grade V. Applying to New and Other Situations Have the pupils do the exercises under Apply your Skills on page _____ LM Math Grade	

H. Making generalizations and abstractions about the lesson		A circle is a set of all points in a plane that are at fixed distance from a point called center. A radius is a line segment from the center to a point on the circle. A diameter is a line segment which passes through the center of a circle whose endpoints are on the circle. The length of radius is one half the length of a diameter of a circle. A compass is an instrument used to draw circles.		Lead the pupils to give the 1.Now we can use the area formula for a parallelogram to help us find the area of the circle. 2.The original circle's outside perimeter was the distance around, or the circumference of the circle 3.Half of this distance around goes on the top of the parallelogram and the other half of the circle goes on the bottom. This is known as the base of the parallelogram. 4.The height of the parallelogram is just the radius of the original circle. 5.Now let's substitute the information into the formula for the parallelogram. following generalization.	
I. Evaluating learning		Use a real compass or an improvised one to draw circle with these given radii. 1 cm 1.5 cm 2.5 cm 6 cm 5 cm		Do another guided activity. Let them make their own circle, cut it out into parallelogram and try to find the area of a circle.	
J. Additional activities for application or remediation		Provide exercises similar to those given in the lesson. If the problem is on the mastery of the area of a circle.		Find another polygon that can be derive in finding the area of a triangle.	
V. REMARKS					
VI. REFLECTION					
A. No. of learners who earned 80% in the evaluation					
B. No. of learners who require additional					

	activities for remediation who scored below 80%					
C.	**Did the remedial lessons work? No. of learners who have caught up with the lesson**					
D.	**No. of learners who continue to require remediation**					
E.	**Which of my teaching strategies worked well? Why did these work?**					
F.	**What difficulties did I encounter which my principal or supervisor can help me solve?**					
G.	**What innovation or localized materials did I use/discover which I wish to share with other teachers?**					