



GRADES 1 to 12 DAILY LESSON LOG

School:
Teacher:
Teaching Dates and Time: **MAY 1 – 5, 2023 (WEEK 1)**

Grade Level: **III**
Learning Area: **MATHEMATICS**
Quarter: **4TH QUARTER**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
I OBJECTIVES						
Content Standard	Demonstrates understanding of conversion of time ,linear,mass and capacity measures and area of square and rectangle.					
Performance Standard	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.					
Learning Competency	Visualize ,and represents and converts time measure from seconds to minutes and vice versa. M3ME – Iva -8	Visualize ,and represents and converts time measure from minutes to hours and vice versa. M3ME – Iva -8	Visualize ,and represents and converts time measure from hours to day and vice versa. M3ME – Iva -8	Visualize ,and represents and converts time measure from days to week and vice versa. M3ME – Iva -9	Visualize ,and represents and converts time measure from months to years and vice versa. M3ME – Iva -9	
II CONTENT						
III. LEARNING RESOURCES						
A. References						
1. Teacher’s Guide Pages	CG p.15 Of 18.					
2. Learner’s Materials pages						
3. Text book pages						
4. Additional Materials from Learning Resources						
B. Other Learning Resources						
IV. PROCEDURES						
A. Reviewing previous lesson or presenting the new lesson	Show a clock model. Ask pupils to tell the time shown.	Conversion of seconds to minutes and vice versa	Minutes to Hours	Hours to Days	Weeks to Days	
B. Establishing a purpose for the lesson	How do you prepare yourself before going to school in the morning? Why is it important to take good care of our body?	Song about “ Minutes to Hours”.	In what time do you go to bed and wake up to the bed?	Think and Learn;	Sing the “ Months of the Year”.	
C. Presenting Examples/instances of new lesson	Show a real clock.		San Pascual ES techers joined in District Press Conference that will last three hours.Startingfrom 8 o’clock in the morning and 5 o’clock in the afternoon.How long it will the seminar be?			Post the months in the calendar. And let analyze it.

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<i>D. Discussing new concepts and practicing new skills #1</i>	How many hands does a clock have? What does each hand tell us?	- What is the song all about?	- Who will attend the seminar? - In what time it will last?	- In what months does the calendar is? - What are the days in the calendar?	- What are the months of the year? - How many months in a year?
<i>E. Discussing new concepts and practicing new skills #2</i>					
<i>F. Developing mastery (Leads to Formative Assessment)</i>	LM Activity 1.		If we convert the time it last to days, how long it will be? Direction: Draw a happy face if the answer is correct and sad face if it is not 1. 7 days= 168 hours 2. 48 days =4 hours 3. 4 hours =96 days 4. 6 days= 144 hours 5. 120 hours =5 day	What ways do we convert the time measures?	
<i>G. Finding Practical applications of concepts and skills</i>	Activity 3 LM.	Give situations about the lesson.	Give situation to answer.	Group Activity	
<i>H. Making generalizations and abstractions about the lesson</i>	How do you convert second to minutes and vice versa?	How do you convert minutes to hours and vice versa?	How do you convert hours to days and vice versa?	How do you convert days to week and vice versa?	How do you convert months to a year and vice versa?
<i>I. Evaluating Learning</i>	LM , Activity 4.	Convert the ff: equations. 1. 6 minutes = _____ hours 2. 240 hours = _____ minutes	Give the correct answers. 1. 3 days=____ho 2. 12 days=____hours 3. 35 days=____hour 4. 240 hours=____days 5. 7 days=____hours.	Fill in the blanks with correct answer indicating the units. 1. 28 days = ____ weeks 2. 4 weeks = ____ days 3. 12 days = ____ weeks 4. 8 weeks = ____ days 9. 49 days = ____ weeks	Complete the equations. 1. 3 years = ____ months 2. 36 months = ____ years 3. 1 and ½ years = ____ months 4. 8 years = ____ months 5.etc.
<i>J. Additional activities for application or remediation</i>	Activity 5 , LM.	Activity 5 , LM.	Answer the situation carefully: Bea is working 40 hours in a week.If she works in 5 days in a week, how many hours did she spent working? 2. Luis likes to read books..He finished reading 1 book in 2 days and 5 hours. oras.How many hours did he read books?	Read and understand the situations. Write the ways to get it.. The 8 th day of the month is Saturday. In what day does 23 th of the month put? New Years was celebrated on Friday. In what day was , March 23 of the month? How many weeks are there in 365 days?	No assignment Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more
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>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> of Learners who caught up the lesson
<i>D. No. of learners who continue to require remediation</i>	<input type="checkbox"/> of Learners who continue to require remediation	<input type="checkbox"/> of Learners who continue to require remediation	<input type="checkbox"/> of Learners who continue to require remediation	<input type="checkbox"/> of Learners who continue to require remediation	<input type="checkbox"/> of Learners who continue to require remediation
<i>E. Which of my teaching strategies worked well? Why did these work?</i>	<p><i>Strategies used that work well:</i></p> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> 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 <p><i>Why?</i></p> <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	<p><i>Strategies used that work well:</i></p> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> 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 <p><i>Why?</i></p> <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	<p><i>Strategies used that work well:</i></p> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> 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 <p><i>Why?</i></p> <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	<p><i>Strategies used that work well:</i></p> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> 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 <p><i>Why?</i></p> <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	<p><i>Strategies used that work well:</i></p> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> 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 <p><i>Why?</i></p> <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
<i>F. What difficulties did I encounter which my</i>	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude

<i>principal or supervisor can help me solve?</i>	___ 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
<i>G. What innovation or localized materials did I use/discover which I wish to share with other teachers?</i>	<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

