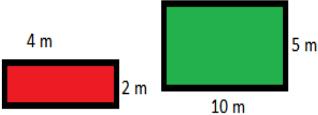


GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	III
	Teacher:		Learning Area:	MATHEMATICS
	Teaching Dates and Time:	JUNE 5-9, 2023 (WEEK 7)	Quarter:	4 TH QUARTER

I OBJECTIVES	
Content Standard	The learner demonstrates understanding of time, standard measures of length, mass and capacity linear, mass and capacity measures and area of square and rectangle.
Performance Standard	The learner is able to apply knowledge of continuous and repeating patterns and number sentences involve
Learning Competency /s	Creates problem involving area of rectangle and square. M3ME IVf - 47
II CONTENT	Measurement
III. LEARNING RESOURCES	
A. References	
1. Teacher’s Guide Pages	CG page 76 of 213
2. Learner’s Materials pages	311 - 314
3. Text book pages	299 - 303
4. Additional Materials from Learning Resources	
B. Other Learning Resources	
IV. PROCEDURES	
A. Reviewing previous lesson or presenting the new lesson	Find the area of the following figure. <div>  </div>
B. Establishing a purpose for the lesson	Group the pupils. Ask the tp make a rectangle 12 metres long and 6 metres wide. Who can give the area of the rectangle?
C. Presenting Examples/instances of new lesson	Do you have a garden plot at home? How long is it? How wide is it? What is its area?
D. Discussing new concepts and practicing new skills #1	Who can solve the problem using the formula; Area = Length x Width A = L x W What is the area of your plot?
E. Discussing new concepts and practicing new skills #2	What are the things to be considered in creating problems on areas of rectangle and square?

<i>F. Developing mastery (Leads to Formative Assessment)</i>	Group activity: Look for rectangular objects inside the classroom. Measure length and the width. Create a problem out of the facts.
<i>G. Finding Practical applications of concepts and skills</i>	Pair Activity: Create a problem on area of a square. Call a classmate to solve.
<i>H. Making generalizations and abstractions about the lesson</i>	To solve problems involving area of a square, multiply the side by another side. The product is express in square units.
<i>I. Evaluating Learning</i>	Create a problem involving area of a square. Show your solution .
<i>J. Additional activities for application or remediation</i>	Create a problem involving area of a rectangle or a square. Be able to explain with the class how to get the answer.
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>	