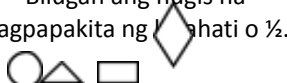


 GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	I
	Teacher:	File created by Ma'am NINA SHERRY L. CLEMENTE	Learning Area:	MATHEMATICS
	Teaching Dates and Time:	JANUARY 31 – FEBRUARY 2, 2024 (WEEK 1)	Quarter:	3RD QUARTER

	LUNES	MARTES	MIYERKULES	HUWEBES	BIYERNES
I. LAYUNIN					
A. PAMANTAYANG PANGNILALAMAN	The Learner . . . demonstrates understanding of fractions $\frac{1}{2}$ and $\frac{1}{4}$.	The Learner . . . demonstrates understanding of fractions $\frac{1}{2}$ and $\frac{1}{4}$.	The Learner . . . demonstrates understanding of fractions $\frac{1}{2}$ and $\frac{1}{4}$.	The Learner . . . demonstrates understanding of fractions $\frac{1}{2}$ and $\frac{1}{4}$.	The Learner . . . demonstrates understanding of fractions $\frac{1}{2}$ and $\frac{1}{4}$.
B. PAMANTAYAN SA PAGGANAP	The Learner . . . is able to recognize, represent, and compare fractions $\frac{1}{2}$ and $\frac{1}{4}$ in various forms and contexts.	The Learner . . . is able to recognize, represent, and compare fractions $\frac{1}{2}$ and $\frac{1}{4}$ in various forms and contexts.	The Learner . . . is able to recognize, represent, and compare fractions $\frac{1}{2}$ and $\frac{1}{4}$ in various forms and contexts.	The Learner . . . is able to recognize, represent, and compare fractions $\frac{1}{2}$ and $\frac{1}{4}$ in various forms and contexts.	The Learner . . . is able to recognize, represent, and compare fractions $\frac{1}{2}$ and $\frac{1}{4}$ in various forms and contexts.
C. MGA KASANAYAN SA PAGKATUTO (Isulat ang code ng bawat kasanayan)	M1NS-IIIb-72.1 visualizes and identifies $\frac{1}{2}$ and $\frac{1}{4}$ of a whole object.	M1NS-IIIb-72.1 visualizes and identifies $\frac{1}{2}$ and $\frac{1}{4}$ of a whole object.	M1NS-IIIb-72.1 visualizes and identifies $\frac{1}{2}$ and $\frac{1}{4}$ of a whole object.	M1NS-IIIb-72.1 visualizes and identifies $\frac{1}{2}$ and $\frac{1}{4}$ of a whole object.	PERFORMANCE TASK
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	Pangkatang Laro: Gamit ang mga cut-out ng iba’t ibang hugis. Bigyan ng limitadong oras ang bawat pangkat upang hanapin ang hugis na nakalaan sa kanilang pangkat. Hal. Pangkat 1 – bilog Pangkat 2 – tatsulok Ang pangkat na may pinakamaraming nakuhang hugis ang siyang panalo.	Ipaawit: Tono:(Farmer in the Dell) A Whole A whole, a whole, a whole Divided into two One part is called one-half And so the other one.	Ano ang ibig sabihin ng sangkapatna bahagi o parte? Paano ito isinusulat sa simbolo?	Ano ang ibig sabihin ng ika-apat na bahagi o parte? Paano ito isinusulat sa simbolo?	

B. Paghahabi sa layunin ng aralin	Magpakita ng larawan ng dalawang batang naghahati sa tinapay. Ano ang nakikita ninyo sa larawan? Sino sa inyo ang katulad ng bata na hinahatian ang kaklase na walang baon? Gaaano kalaki ang ibinigay niyang kaparte sa lalaki? Ano ang nararamdaman ninyo kapag nagbibigay kayo sa iba?	Magpakita ng drawing o larawan ng isang hardin.(Kalahati lamang ang may tanim) Tingnan ninyo ang hardin. Ito ay hinati sa 2 pantay na bahagi. Ang bawat bahagi ay isa sa 2 pantay na hati o parte. Ang buong hardin ay walang tanim. kalahati lamang ng hardin ang may tanim. Ang bilang na nagsasabi ng tamang hati ng hardin ay kalahati o $\frac{1}{2}$. Ang isang buo ay may dalawang kalahating bahagi.	Ipaawit: Tono:(Farmer in the Dell) A Whole A whole, a whole, a whole Divided into four One part is called one-fourth And so the other three	Ipaawit: Tono:(Farmer in the Dell) A Whole A whole, a whole, a whole Divided into three One part is called one-third And so the other two.	
C. Pag-uugnay ng mga halimbawa sa bagong aralin	Gamit ang cut-out ng parisukat, paano ko hahatiin ang hugis na ito para makakuha ako ng dalawang pantay o magkasinglaki na bahagi? Itiklop ang papel sa dalawang pantay na bahagi. Ilang pantay na bahagi mayroon? Ituro ang dalawang pantay na bahagi habang ipinakikita sa mga bata.	Ipaliwanag na bawat bahagi ay isa sa dalawang pantay na bahagi o tinatawag na kalahati . Isinusulat ito ng $\frac{1}{2}$. Ang tawag dito ay fraction o hatimbilang. Gumamit ng tunay na bagay o cut-out. Hal. parihaba na keyk. Ipakita kung paano ito hahatiin sa 2 pantay na bahagi. Tumawag ng bata at ipakita kung paano ito hahatiin sa dalawa nang pantay o magkasinglaki.	May uwing isang buko pie ang tatay galing sa Laguna. Apat ang anak . Sa ilang bahagi niya hahatiin ang buko pie? Anong parte ang makukuha ng bawat isang anak? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Tatlo ang anak ni Mang Nestor. Isang araw nag-uwi siya ng banana keyk. Sa ilang bahagi niya hahatiin ang keyk? Anong bahagi ang tawag sa magiging parte ng bawat anak?	
D. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1	Ipaliwanag na bawat bahagi ay isa sa dalawang pantay na bahagi o tinatawag na kalahati ng isang buong parisukat. Isinusulat ito ng $\frac{1}{2}$. Ang tawag dito ay fraction o hatimbilang. Gumamit ng tunay na bagay o cut-out. Hal. bilog na pizza Tumawag ng bata at ipakita kung paano ito hahatiin sa dalawa nang pantay o magkasinglaki.	Paano hinati ang keyk? Ilang bahagi ang lumabas? Ano ang tawag sa isang bahagi? (1/2)	Magpakita ng larawan ng isang malaking hardin. Tingnan ninyo ang harding ito, sa ilang bahagi ito hinati? Pantay ba o magkakasinglaki ang pagkakahati ng bawat bahagi?	Nagluto ng putong bibingka si Lola Pacing. Ibinahagi niya ang bibingka sa tatlo niyang kapitbahay. Ano ang tawag natin sa isang bahagi nito? Paano ito isinusulat sa simbolo? 	

E. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2	Paano hinati ang pizza. Ilang bahagi ang lumabas? Ano ang tawag sa isang bahagi? (1/2)	Gawain: Bilugan ang hugis na nagpapakita ng kalahati o ½. 	Hardin B <table><tr><td>¼</td><td>¼</td><td>¼</td><td>¼</td></tr></table> Ano ang tawag natin sa isang bahagi nito? Paano ito isinusulat sa simbolo?	¼	¼	¼	¼	Ipaliwanag na bawat bahagi ay isa sa tatlong pantay na bahagi o tinatawag na ikatlong bahagi. Isinusulat ito ng1/3. Ang tawag dito ay fraction o hatimbilang. Gumamit ng tunay na bagay o cut-out. Hal. Gumamit ng tunay na bagay para ipakita ang ikatlong bahagi ng isang buong bagay. Hal. mansanas (hatiin sa tatlo at kunin ang isang bahagi)	
¼	¼	¼	¼						
F. Paglinang sa kabihasnan (Tungo sa Formative Assessment)	Gawain: Kulayan ang kalahati ng mga sumusunod na hugis. Isulat ang ½ sa kabilang bahagi. 		Ipaliwanag na bawat bahagi ay isa sa apat na pantay na bahagi o tinatawag na sangkapatna bahagi. Isinusulat ito ng1/4. Ang tawag dito ay fraction o hatimbilang. Gumamit ng tunay na bagay o cut-out. Hal. Gamit ang isang puting papel. Kunwari ito ay isang lote na hahatiin sa apat na magkakapatid. Paano ninyo ito papartihin ng pantay? Paano hinati ang lote? Ilang bahagi ang lumabas? Ano ang tawag sa isang bahagi? (Sangkapat na bahagi) Paano ito isinusulat sa simbolo? (1/4)	Paano hinati ang mansanas? Ilang bahagi ang lumabas? Ano ang tawag sa isang bahagi? (Ikatlong bahagi) Paano ito isinusulat sa simbolo? (1/3					
G. Paglalapat ng aralin sa pang-araw-araw na buhay	Bigyan ang mga bata ng papel na gugupitin. Hayaan silang gumupit ng iba’t ibang hugis at ipatiklop sa dalawang pantay na bahagi.	Nagpapakita ba ng kalahati ang larawan? Sagutin ng Oo o Hindi 1. 2. 3. 4. 5.	Gamit ang bond paper. Hayaang gumawa ang mga bata ng ibat-ibang hugis upang ipakita ang ¼. Itupi at kulayan ang sangkapatna bahagi	Gamit ang bond paper. Hayaang gumawa ang mga bata ng ibat-ibang hugis upang ipakita ang 1/3 Itupi at kulayan ang ikatlong bahagi.					

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 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	<i>The lesson have successfully delivered due to:</i> ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets	<i>The lesson have successfully delivered due to:</i> ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets	<i>The lesson have successfully delivered due to:</i> ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets	<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	___ 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	___ 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	___ 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	___ 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
--	--	--	--	--	--