

 GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	VI
	Teacher:	File created by Ma'am ANNALICE R. QUINAY	Learning Area:	MATHEMATICS
	Teaching Dates and Time:	FEBRUARY 5 – 9, 2024 (WEEK 2)	Quarter:	3 RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES	The Learner.....				
A. Content Standard	demonstrates understanding of solid figures.				
B. Performance Standard	is able to construct and describe the different solid figures: cube, prism, pyramid, cylinder, cone, and sphere.				
C. Learning Competencies / Objectives	49. visualizes and describes the different solid figures: cube, prism, pyramid, cylinder, cone, and sphere. M6GE-IIIa-27	50. differentiates solid figures from plane figures. M6GE-IIIa-28	51. illustrates the different solid figures using various concrete and pictorial models. M6GE-IIIb-29	52. identifies the faces of a solid figure. M6GE-IIIb-30	
II. CONTENT					
III. LEARNING RESOURCES					
A. References					
1. Teacher’s Guide pages	Lesson Guide in Elem. Math Gr. 6 p.360, 363	21 st Century Mathletes 6, pp. 56-59	21 st Century Mathletes 6, pp. 56-59	21 st Century Mathletes 6, pp. 56-59	
2. Learner’s Materials pages					
3. Textbook pages	21 st Century Mathletes 6, pp166-199	21 st Century Mathletes 6, pp. 166-199	21 st Century Mathletes 6, pp. 166-199	21 st Century Mathletes 6, pp. 166-199	
4. Additional Materials from Learning Resource (LR) Portal	DLP 6 Mod 69				
B. Other Learning Resources	Mathletes 6 textbook, video clip, power point presentation	Mathletes 6 textbook, video clip, power point presentation	Mathletes 6 textbook, video clip, power point presentation	Mathletes 6 textbook, video clip, power point presentation	
IV. PROCEDURES					

A. Reviewing previous lesson or presenting the new lesson

Mental Computation: Solving for Perimeter and Area

Game 1
a)Divide the class into 6 groups. (per column)
b)Teacher provides an illustration board for each group.
c)Teacher flashes a picture of a plane figure with given measurements of sides.
14 cm
Ex.5 m



d)The first student from each group solves for the perimeter and area of the given figure. He/she writes his/her answer on the illustration board provided for each group.
e)The first to give the correct answers (with the proper labels) and raises his/her board first, gets 2 points.
f)Continue the game until everyone in the column has participated.
g)The group with the most number of points wins.
2.Review the previous lesson. Give 2 examples.

Drill: Group Activity:

Match 3D and 2D
Draw a line to match the 3D objects to their 2D look alikes.

Name the shapes this house is made of.

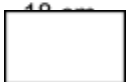


Review:

Circle the correct answer.

	a. pentagon b. hexagon c. octagon		a. cone b. pyramid c. triangle
	a. rectangle b. square c. cube		a. rectangle b. square c. diamond
	a. diamond b. rhomboid c. rectangle		a. circle b. oval c. sphere
	a. cylinder b. prism c. oval		a. octagon b. hexagon c. pentagon
	a. oval b. sphere c. circle		a. prism b. pyramid c. cone

Mental Computation Drill: Solving for Perimeter/Area of Plane Figures
Traveling Game

1.Teacher shows a picture of a plane figure with given dimensions.
Ex.:  12 cm
P = ?
A = ?
8 m

2.The first two students from the 1st column solve mentally what is being asked. The first to give the correct answer with the proper label is challenged by the next student in the column.
3.Continue the game until everyone in class has participated.
4.The student who has beaten most of his/her classmates is the winner.

2.Review: Identifying Spatial Figures

What are the different spatial figures?
Give examples of real objects that are models of spatial figures.
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Play the "Concentration Game."
a)Teacher prepares 12 cards consecutively numbered.
At the back of each number card are the following:

cube	2.		3.	
4.		5.cylinder	6.	
7. sphere	8.		9.	
10. cone	11.rectangular prism	12.		

b)Teacher divides the class into 2 groups.
c)A student from a group chooses 2 numbers, say 1 and 9.
d)Teacher opens the number cards and finds out if the drawing and word match. If they match, another student from the same group chooses another pair of numbers and so on.
e)If the contents of the numbers don't match, the teacher flips the cards again to show the numbers (not the word or drawing). Then a player from another group chooses the next pair of numbers, and so on.
f)**The group with the most number of correctly matched pairs wins.**
Review:

Match column A w/ column B:

A

- 1.Sphere
- 2.Cone
3. Pyramid
- 4.Cylinder
5. Prism

B

- a.Has 2 bases, and lateral faces made of rectangles
- b.Has at least 3 lateral faces, which are triangles and only 1 base
- c.Has 2 circular bases and no vertices
- d.Has 1 circular base and 1 vertex.
- e.Has no faces, bases, edges or vertices. A solid figure that has the same distance to any point from the center.

Answer:

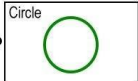
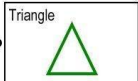
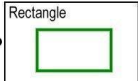
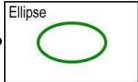
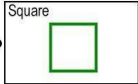
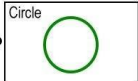
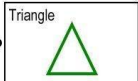
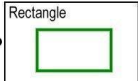
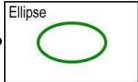
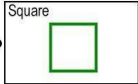
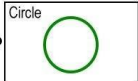
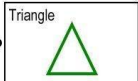
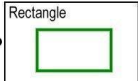
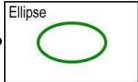
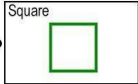
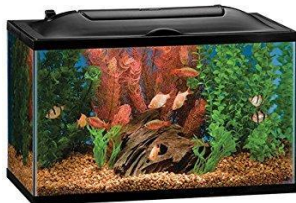
Vocabulary

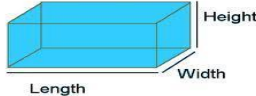
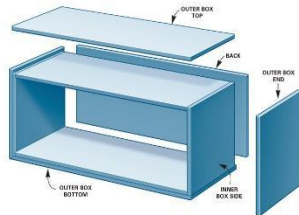
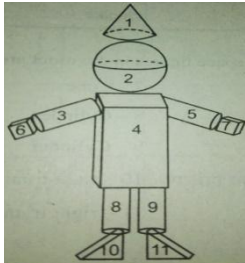
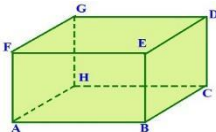
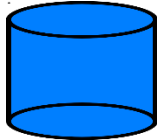
- Prism – has 2 bases, and lateral faces made of rectangles.
- Pyramid – has at least 3 lateral faces, which are triangles, and only 1 base.
- Cone – has 1 circular base, and 1 vertex
- Cylinder – has 2 circular bases, and no vertices
- Sphere – has no faces, bases, edges, or vertices. A solid figure that has the same distance to any point from the center.

Group Activity:

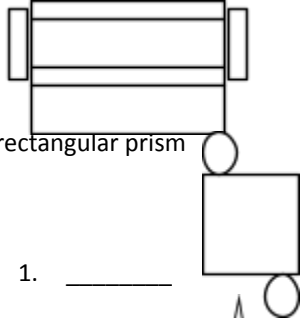
Car out the above graphics and glue them under matching shapes.

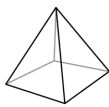
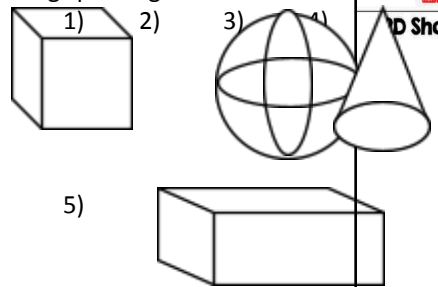
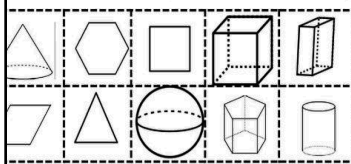
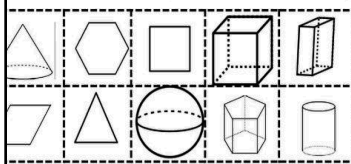
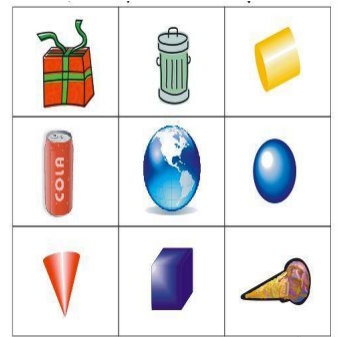
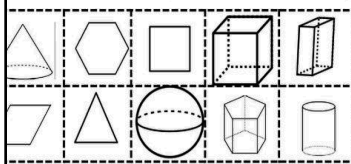
				Look at the objects on the left. Draw line to match the correct shape on the right. <table><tr><td></td><td>•</td><td>•</td><td>Circle </td></tr><tr><td></td><td>•</td><td>•</td><td>Triangle </td></tr><tr><td></td><td>•</td><td>•</td><td>Rectangle </td></tr><tr><td></td><td>•</td><td>•</td><td>Ellipse </td></tr><tr><td></td><td>•</td><td>•</td><td>Square </td></tr></table>		•	•	Circle 		•	•	Triangle 		•	•	Rectangle 		•	•	Ellipse 		•	•	Square 	
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B. Establishing a purpose for the lesson	Imagine that we have an aquarium and a wooden box. If we will fill up both of them with water until they become entirely full, which of them will take more amount of water? Explain.   Based on the illustration, the aquarium will take a greater amount of water as compared to the wooden box because it has	Guessing Game: 1. I have 0 sides. I have 0 vertices. I am round 2. I have 4 sides. My sides are equal. I have 4 vertices. 3. I have 3 sides. My sides are not always the same. I have 3 vertices. 4. I am a solid figure. I have no faces or edges. I am round. 5. I am a solid figure. I have 6 faces. 8 vertices and 12 edges, all equal. 6. I am a solid figure. I am round and have 1 round face. I have a point and 1 round edge.	Illustrate the ff. figures. <table><tr><td>Plane Figure</td><td>Illustration</td></tr><tr><td>1.Circle</td><td></td></tr><tr><td>2.Rectangle</td><td></td></tr><tr><td>3.Square</td><td></td></tr><tr><td>4.Triangle</td><td></td></tr><tr><td>Solid Figure</td><td>Illustration</td></tr><tr><td>1.Sphere</td><td></td></tr><tr><td>2.Rectangular Prism</td><td></td></tr><tr><td>3.Cube</td><td></td></tr><tr><td>4.Triangular pyramid</td><td></td></tr></table> Guide Questions: 1.Is it possible to combine plane figures to form solid figures? 2. What is the corresponding solid figure if circles & rectangles will be combined? Circle triangle? Square	Plane Figure	Illustration	1.Circle		2.Rectangle		3.Square		4.Triangle		Solid Figure	Illustration	1.Sphere		2.Rectangular Prism		3.Cube		4.Triangular pyramid		Cut out pictures of objects from newspapers or magazines that are models of spatial figures. Describe each	1.Group the pupils into Learning Barkadas. 2.Provide each group pieces of used folders, pair of scissors, and paste. 3.Let them make some spatial figures out of these materials. 4.The first to make 3 will be declared winner.
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	more space to hold more amount of water. These objects are examples of solid figures. (Show the video of the song “3D shapes I know”)		& triangles? Rectangle and triangle? What else can you think of? 3. Can all plane figures be combined to one another to form different kinds of solid figures? Give example & explain.																								
C. Presenting Examples/Instances of new lesson	The big box below is another example of a solid figure. What kind of solid figure is this?  Look at the illustration of the box and try to answer the ff. question.  What is the shape of the bottom part of box? Is it the same with the shape of the top part? What is the right side of the box? Does it have same shape with the one on the left side? Do the back and front sides of the box have the same shape? Objects in the real world are called three-dimensional if they have length, width and height. In Mathematics, the three-dimensional objects are known as solid figures.	Present this problem: A boy visited a toy store and he found the ff.: From the items that he found, identify which of them are plane figures and which of them are solid figures. Use the four-step plan to solve the problem. Hint: (Recall the definition of plane figures.) (See txbook page 197 for the answer to this problem.)	1) Introduce the different spatial figures. Let the students describe the characteristics of each figure. 2)Ask what is common among all the spatial figures? 3)Present a paper robot whose parts are made up of spatial figures.  4)Ask the students to identify the spatial figures represented by each part by completing the chart below. <table><tr><th>Parts of the Robot</th><th>Spatial Figures Represented</th></tr><tr><td>Head</td><td>Ex.: cube</td></tr><tr><td>Body</td><td>Rectangular prism</td></tr><tr><td>Arms</td><td></td></tr><tr><td>Legs</td><td></td></tr><tr><td>Feet</td><td></td></tr><tr><td>Hands</td><td></td></tr><tr><td>Mouth</td><td></td></tr><tr><td>Nose</td><td></td></tr><tr><td>Eyes</td><td></td></tr><tr><td>Ears</td><td></td></tr></table>	Parts of the Robot	Spatial Figures Represented	Head	Ex.: cube	Body	Rectangular prism	Arms		Legs		Feet		Hands		Mouth		Nose		Eyes		Ears		Present the ff. figures.   Guide questions: use the figures above. - How many parallel faces are there in figure 1? Name them. - Are all faces of figure 1 congruent? Explain. - How many vertex/vertices can you count in figure 1? - Give at least 2 edges of figure 1 - What kind of polygon are the faces of the second figure? - How many faces do we have in second figure?	Present the lesson through this activity: a.Call the winners. 1.Let them show their finished products to the class. 2.Have them describe each and identify its parts. 3. Have them identify its faces. b.Call the 2nd placer. 1.Let them show the spatial figures they made that are different from the first group. 2.Have them describe each and identify its parts. 3. Have them identify its faces. c.Do the same with the other group.
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D. Discussing new concepts and practicing new skills #1	Discuss the content on pages 189-193 of their Mathletes Textbook	Discuss how to compare plane figures with solid figures to the class. (You can also show a video on differentiating plane and solid figures.)	b.Activity 2 – Use of Real Situation Problem 1) Bring the students outside the classroom. 2) Let them observe their surroundings and jot down the different spatial figures they see. 3) Let them tabulate the answers. 4) Afterwards they go back to the classroom and share what they have listed on paper. 5) Discuss the importance of being aware of different spatial figures as seen and experienced through the environment. Ex. <table><tr><td>Object</td><td>Spatial Figure Represented</td></tr><tr><td>Basket ball</td><td>Sphere</td></tr><tr><td>Water jug</td><td>Cylinder</td></tr></table>	Object	Spatial Figure Represented	Basket ball	Sphere	Water jug	Cylinder	Group Activity: Answer deepening on page 74 of TG. <table><tr><th colspan="7">VI. DEEPENING</th></tr><tr><th>Solid Figures</th><th>Illustration</th><th>Description</th><th># of faces</th><th># of edges</th><th># of vertices</th><th>Real life representation of object</th></tr><tr><td>1. Cube</td><td></td><td>Each face is a square</td><td>6</td><td>12</td><td>8</td><td>A die</td></tr><tr><td>2. Triangular Pyramid</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>3. Rectangular Prism</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>4. Square Pyramid</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>5. Sphere</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>6. Cone</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>7. Cylinder</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	VI. DEEPENING							Solid Figures	Illustration	Description	# of faces	# of edges	# of vertices	Real life representation of object	1. Cube		Each face is a square	6	12	8	A die	2. Triangular Pyramid							3. Rectangular Prism							4. Square Pyramid							5. Sphere							6. Cone							7. Cylinder							(Let the pupils watch the video of faces, edges & vertices of solid figures)
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E. Discussing new concepts and practicing new skills #2	Discuss the solid figures: 3-Dimensional Geometric Shapes <table><thead><tr><th>Name</th><th>We See...</th><th>It looks like a...</th></tr></thead><tbody><tr><td>Cone</td><td> - Circle Base - A Point - Curve to connect </td><td></td></tr><tr><td>Cube</td><td> 6 square faces 8 vertices (corners) </td><td></td></tr><tr><td>Cylinder</td><td> 2 circle bases - Big curve wrapped around - No flat areas </td><td></td></tr><tr><td>Sphere</td><td> - A ball </td><td></td></tr><tr><td>Pyramid</td><td> 4 square base 4 triangle faces </td><td></td></tr><tr><td>Rectangular Prism</td><td> 2 square faces 4 rectangle faces </td><td></td></tr></tbody></table>	Name	We See...	It looks like a...	Cone	- Circle Base - A Point - Curve to connect		Cube	6 square faces 8 vertices (corners)		Cylinder	2 circle bases - Big curve wrapped around - No flat areas		Sphere	A ball		Pyramid	4 square base 4 triangle faces		Rectangular Prism	2 square faces 4 rectangle faces		Ask the ff. questions: What is a plane figure? A plane figure is two dimensional figure which possesses an area but the volume of this figure is zero. The examples of plane figures are square, circle, rectangle, triangle etc. Plane figures can be drawn on a paper. The unit of area of a plane figure is square of unit of length. The study of plane figures is called plane geometry. 2. What is a solid figure? The three dimensional figures are called solid figures. These figures have an surface area as well as a volume. These figures cannot be drawn on a paper. The examples of solid figures are cuboid, parallelepiped, football, solid sphere etc. The unit of area of a solid figure is square of unit of length. Similarly, the volume of three dimensional figure is cube of unit of length	Matching Game 1)Blindfold a volunteer pupil. 2)Let him/her hold a spatial figure.(Can use concrete objects) 3)Let him/her identify and describe it.	Tony bought a robot for his little brother. He customized every part of the robot by putting a design on each part and the robot appears as shown below. He wants to challenge his little brother by asking him to identify the different solid figures in each of the corresponding parts of the robot. What are the different solid figures that make up the robot? Let the pupils answer the problem. (Discuss the answer on page 194-195 of Textbook)	Group Activity: Find the correct shape from the 3 possibilities. <table><tbody><tr><td>Faces: 6 Edges: 12 Vertices: 8</td><td></td><td></td><td></td></tr><tr><td>Faces: 5 Edges: 9 Vertices: 6</td><td></td><td></td><td></td></tr><tr><td>Faces: 5 Edges: 8 Vertices: 5</td><td></td><td></td><td></td></tr><tr><td>Faces: 4 Edges: 6 Vertices: 4</td><td></td><td></td><td></td></tr><tr><td>Faces: 7 Edges: 15 Vertices: 10</td><td></td><td></td><td></td></tr></tbody></table>	Faces: 6 Edges: 12 Vertices: 8				Faces: 5 Edges: 9 Vertices: 6				Faces: 5 Edges: 8 Vertices: 5				Faces: 4 Edges: 6 Vertices: 4				Faces: 7 Edges: 15 Vertices: 10			
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F. Developing mastery (Leads to Formative Assessment)	Identify the spatial figure represented by the following: - ball - globe - funnel - test tube - tent - dice	Group Activity: - Divide the class into cooperative groups of five. - Each group is assigned a solid figure and given their shape to examine . - They draw a picture of their shape, and list its characteristics, including: the plane figure that creates its faces. - The leader of the group will report the work of the group.	Identify the following nets as cube, rectangular prism, cylinder, or a pyramid. Example:  = rectangular prism 1. _____ 	(Let the pupils watch the video of faces, edges & vertices of solid figures)	Group Activity: Complete the table on the activity sheet given by the teacher. <table><thead><tr><th>Shape</th><th>Name</th><th>Number of Faces</th></tr></thead><tbody><tr><td></td><td>Cube</td><td>6</td></tr><tr><td></td><td>Rectangular Prism</td><td></td></tr><tr><td></td><td>Triangular Prism</td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></tbody></table>	Shape	Name	Number of Faces		Cube	6		Rectangular Prism			Triangular Prism																														
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			2. _____ 3. _____ 4. _____ 5. _____		
G. Finding practical applications of concepts and skills in daily living	Group Activity: Give 5 objects that are models of the following spatial figures: 1.cone 2.cylinder 3.cube 4.prism 5. sphere	Pair-share: Cut the above graphics and glue them under suitable categories. Cut out the above graphics and glue them under suitable categories. Write down the name of each shape. Plane shapes Solid shapes	Match Column A with column B 1) The base is a polygon and its faces are triangles. 2) A spatial figure with a polygonal base whose edges meet at a common vertex. 3) A spatial figure having a circular base and one vertex. 4) A spatial figure with 2 parallel congruent faces called bases and the other faces are parallelograms. 5) A spatial figure with 2 circular bases, no edge, and no vertex. a. rectangular prism b. cone c. pyramid d. cylinder e. triangular prism	3-D Shapes Cone Faces: _____ Edges: _____ Vertices: _____ Cylinder Faces: _____ Edges: _____ Vertices: _____ Cube Faces: _____ Edges: _____ Vertices: _____ Pyramid Faces: _____ Edges: _____ Vertices: _____ Rectangular Prism Faces: _____ Edges: _____ Vertices: _____ Sphere Faces: _____ Edges: _____ Vertices: _____	Write the name of each shape. Also, find the number of faces, edges and vertices. 1) Faces ☐ Edges ☐ Vertices ☐ Name _____ 2) Faces ☐ Edges ☐ Vertices ☐ Name _____ 3) Faces ☐ Edges ☐ Vertices ☐ Name _____ 4) Faces ☐ Edges ☐ Vertices ☐ Name _____ 5) Faces ☐ Edges ☐ Vertices ☐ Name _____ 6) Faces ☐ Edges ☐ Vertices ☐ Name _____ 7) Faces ☐ Edges ☐ Vertices ☐ Name _____ 8) Faces ☐ Edges ☐ Vertices ☐ Name _____
H. Making generalizations and abstractions about the lesson	What are the different spatial figures. Describe each one.	What is the difference between a plane figure and a solid figure?	What is a prism? What are the kinds of prisms? Describe each.	How do you identify the faces of a solid figure?	

	What are their common characteristics? Give examples of real life objects that represent each spatial figure.	ANSWER The difference between plane and solid figures is in their dimensions. Where a square is a plane figure, its 3D counterpart, the cube, is a solid figure. The same comparison exists between a circle, or plane figure, and a sphere, a solid figure. Individuals create plane figures by connecting points on a grid to create 2D geometrical shapes. The same shape takes on extra dimension by adding additional points and lines to give the shape height, width and depth.	What is a pyramid? What are the kinds of pyramids? Describe each.	A face is one of the flat surfaces on a solid figure. A plane figure is a flat, two-dimensional figure. A prism is a three-dimensional object with two congruent parallel bases that are polygons. A pyramid is a three-dimensional object with a base that is a polygon and triangular faces that meet at one vertex. 																																																																																																																			
I. Evaluating Learning	A. Draw in your notebook objects that resemble the following space figures.  B. Name the spatial figures that resemble the following objects below: 1) box 2) ball 3) dice 4) ice cream cone 5) globe	Sort-out the figures into their corresponding columns. 2D Or 3D Sorting <table><thead><tr><th>2D Shapes</th><th>3D Shapes</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table>	2D Shapes	3D Shapes			Identify the spatial figure represented by the following:  Find the correct shape. <table><tbody><tr><td>1) Faces: 5 Edges: 8 Corners: 5</td><td>a) </td><td>b) </td><td>c) </td></tr><tr><td>2) Faces: 6 Edges: 12 Corners: 8</td><td>a) </td><td>b) </td><td>c) </td></tr><tr><td>3) Faces: 4 Edges: 6 Corners: 4</td><td>a) </td><td>b) </td><td>c) </td></tr><tr><td>4) Faces: 5 Edges: 9 Corners: 6</td><td>a) </td><td>b) </td><td>c) </td></tr><tr><td>5) Faces: 6 Edges: 12 Corners: 8</td><td>a) </td><td>b) </td><td>c) </td></tr></tbody></table>	1) Faces: 5 Edges: 8 Corners: 5	a) 	b) 	c) 	2) Faces: 6 Edges: 12 Corners: 8	a) 	b) 	c) 	3) Faces: 4 Edges: 6 Corners: 4	a) 	b) 	c) 	4) Faces: 5 Edges: 9 Corners: 6	a) 	b) 	c) 	5) Faces: 6 Edges: 12 Corners: 8	a) 	b) 	c) 	Complete the table: <table><thead><tr><th>Solid Figure</th><th>Draw The Fig.</th><th>No. of Vertices</th><th>No. of Faces</th><th>No. of edges</th></tr></thead><tbody><tr><td>1. Rectangular prism</td><td></td><td></td><td></td><td></td></tr><tr><td>2. square pyramid</td><td></td><td></td><td></td><td></td></tr><tr><td>3. cylinder</td><td></td><td></td><td></td><td></td></tr><tr><td>4. cone</td><td></td><td></td><td></td><td></td></tr><tr><td>5. sphere</td><td></td><td></td><td></td><td></td></tr></tbody></table>	Solid Figure	Draw The Fig.	No. of Vertices	No. of Faces	No. of edges	1. Rectangular prism					2. square pyramid					3. cylinder					4. cone					5. sphere					Complete the table: <table><thead><tr><th>3D Shape / Object</th><th>Faces</th><th>Edges</th><th>Vertices</th></tr></thead><tbody><tr><td>Cube </td><td></td><td></td><td></td></tr><tr><td>Cuboid </td><td></td><td></td><td></td></tr><tr><td>Sphere </td><td></td><td></td><td></td></tr><tr><td>Cylinder </td><td></td><td></td><td></td></tr><tr><td>Cone </td><td></td><td></td><td></td></tr><tr><td>Triangular Pyramid </td><td></td><td></td><td></td></tr><tr><td>Square Pyramid </td><td></td><td></td><td></td></tr><tr><td>Pentagonal Pyramid </td><td></td><td></td><td></td></tr><tr><td>Hexagonal Pyramid </td><td></td><td></td><td></td></tr><tr><td>Octagonal Pyramid </td><td></td><td></td><td></td></tr><tr><td>Triangular Prism </td><td></td><td></td><td></td></tr><tr><td>Pentagonal Prism </td><td></td><td></td><td></td></tr><tr><td>Hexagonal Prism </td><td></td><td></td><td></td></tr><tr><td>Octagonal Prism </td><td></td><td></td><td></td></tr></tbody></table>	3D Shape / Object	Faces	Edges	Vertices	Cube 				Cuboid 				Sphere 				Cylinder 				Cone 				Triangular Pyramid 				Square Pyramid 				Pentagonal Pyramid 				Hexagonal Pyramid 				Octagonal Pyramid 				Triangular Prism 				Pentagonal Prism 				Hexagonal Prism 				Octagonal Prism 			
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J. Additional activities for application and remediation	Construct each spatial figure using art paper. 1) blue pyramid 2) black cone 3) yellow cube 4) green rectangular prism 5) red cylinder 6) violet sphere	     Cube Triangle Pyramid Rectangle Circle      Cylinder Square Sphere Cone Diamond List out the names of 2D and 3D shapes. <table><thead><tr><th>2D Shapes</th><th>3D Shapes</th></tr></thead><tbody><tr><td>1) _____</td><td>1) _____</td></tr><tr><td>2) _____</td><td>2) _____</td></tr><tr><td>3) _____</td><td>3) _____</td></tr><tr><td>4) _____</td><td>4) _____</td></tr><tr><td>5) _____</td><td>5) _____</td></tr></tbody></table>	2D Shapes	3D Shapes	1) _____	1) _____	2) _____	2) _____	3) _____	3) _____	4) _____	4) _____	5) _____	5) _____	Identifying 2D and 3D Color the 2D shapes blue and 3D shapes green. 	<table><thead><tr><th>Spatial Figure</th><th>No. of Faces</th><th>No. of Edges</th><th>No. of Vertices</th></tr></thead><tbody><tr><td>1. cube</td><td></td><td></td><td></td></tr><tr><td>2. rectangular prism</td><td></td><td></td><td></td></tr><tr><td>3. sphere</td><td></td><td></td><td></td></tr><tr><td>4. cylinder</td><td></td><td></td><td></td></tr><tr><td>5. triangular pyramid</td><td></td><td></td><td></td></tr><tr><td>6. rectangular pyramid</td><td></td><td></td><td></td></tr><tr><td>7. cone</td><td></td><td></td><td></td></tr></tbody></table>	Spatial Figure	No. of Faces	No. of Edges	No. of Vertices	1. cube				2. rectangular prism				3. sphere				4. cylinder				5. triangular pyramid				6. rectangular pyramid				7. cone				Answer Math Challenge on page 199
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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																																																	
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E. Which of my teaching strategies worked well? Why did this work?																																																	
F. What difficulties did I encountered 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?																																																	