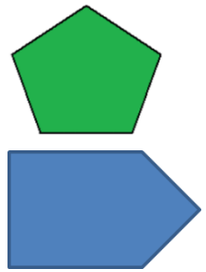
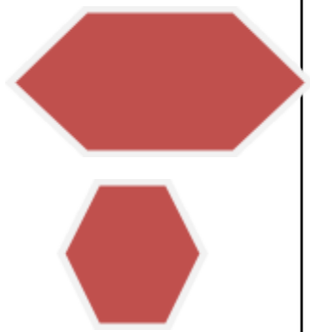
GRADES 1 to 12
DAILY LESSON LOG

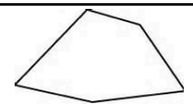
School:	Visit DepEdResources.com for More	Grade Level:	V
Teacher:	File created by Ma'am MELLANIE A. TAMARES	Learning Area:	MATHEMATICS
Teaching Dates and Time:	FEBRUARY 12 – 16, 2024 (WEEK 3)	Quarter:	3RD QUARTER

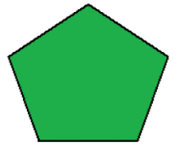
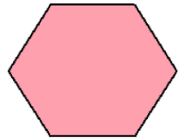
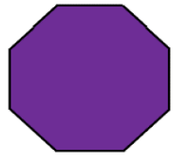
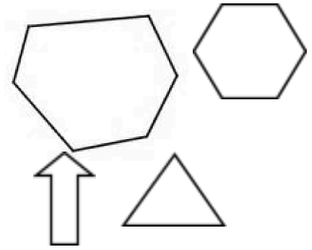
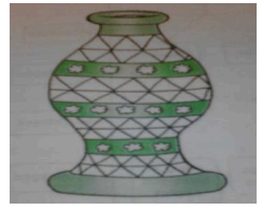
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES					
A.Content Standards	The learners Demonstrates understanding percent				
B.Performance Standards	The learner is able to apply percent in mathematical problems and real-life situations				
C.Learning Competencies/Objectives	Visualizes, name and describes polygons with 5 or more sides. M5GE-IIIc19	Describes polygons with 5 or more sides Code: M5GE-IIIc-19	Describes and compares properties of polygons (regular and irregular polygons .M5GE-IIIc-20	Describes and compares properties of polygons (regular and irregular polygons) Code: M5GE-IIIc- 20	Draws polygons with 5 or more sides Code: M5GE-IIIc-21
II.CONTENT	Visualizing, Naming and Describing Polygons with 5 or More Sided Polygons	Visualizing, Naming and Describing Polygons with 5 or More Sided Polygons	Describing and Comparing Properties of Polygons (Regular and Irregular Polygons)	Comparing properties of regular and irregular polygons	Drawing polygons with 5 or more sides
III. LEARNING RESOURCES					
A.References					
1.Teacher's Guide pages	CG p.61	CG p.61	CG p.61	CG p.61	CG p.61
2.Learners's Materials pages					
3.Textbook pages	Growing Up with Math 5, p. 215				21st Century Mathematics 5, pages 293-297
4.Additional materials from learning resource (LR) portal	DepEd Learning Portal Math 5 – Module 46: Drawing 5 or more- sided polygon (7267	DLP Grade4 Module 72		DLP Module 46 Grade 5	
B.Other Learning Resource	cut-outs, geoboard	Cutouts, drawings, real objects	Cut-outs, powerpoint	drill board, flash cards, writing materials	Metacards, PowerPoint presentation, cutouts
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	Korek ka ba dyan? Mechanics: a. Group the pupils into 4's. b. Distribute envelopes with geometric figure to each group such as drawings of parallel lines, intersecting lines, ray, line segment, perpendicular lines. c. As the teacher flashes the words, the pupils will get from the envelope the geometric figures and put it on the board assigned for the groups.	1. Drill Directions: Identify the different geometric figures 2. Review Game: What am I? Directions: Identify what is being described in each item. 1) I am a 3-sided polygon with congruent sides. 2) I have one pair of parallel sides. 3) All my sides are congruent and no right angles. 4) I am a 3-sided polygon with 2 congruent sides. 5) My 4 sides are equal. All my sides from right angles	Checking of assignments Identify the different geometric figures (see DLP) Look at our blackboards Do they have the same size and shape Look around the room. What objects have the same size and shape?	A. Reviewing Previous Lesson 1. Drill- Conduct a game on identifying different geometric figures Strategy: I Can Name That Figure) Materials: box, cards of geometric figures, music player Mechanics: The game is modified "Passing the Bouquet". When the music starts, the box with geometric figures is passed from one pupil to another. When music stops, the pupil holding the box gets a card, will name the figure. He gets the card if his answer is correct and returns the card	1. Drill Game: # Hashtag Like! Mechanics: 1. Group the pupils into 4's 2. Distribute envelopes with geometric figures to each group such as drawings of parallel lines, intersecting lines, ray, lines, line segment and perpendicular lines. Page550 2. As the teacher flashes the words, the pupils will get from the envelope the geometric figures and put it on the board assigned

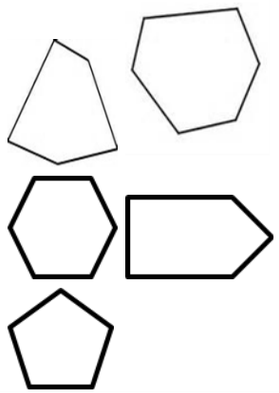
				inside if the answer is wrong. The game continues until all the cards are taken. 2. Reviewing Previous Lesson Game: Guessing Game Teacher flash the strips of cartolina with written descriptions of polygons. Let pupils guess the figure individually. 1. All my 4 sides are congruent and no right angles. (rhombus) 2. I have one pair of parallel sides. (trapezoid) 3. I am a 3- sided polygon with 2 congruent sides (Isosceles triangle) 4. I am a 3-sided polygon with congruent sides. (equilateral triangle) 5. Both pairs of opposite side are parallel. Who am I? (Parallelogram) 6. My 4 sides are equal. All my sides form right angles. (square)	for the groups. When the answer is correct the teacher will show a readymade symbol. 2. Review Strategy: Think Pair Share Game: What am I? 1. I am a 3-sided polygon with congruent sides. 2. I have one pair of parallel sides. 3. All my sides are congruent and no right angles. 4. I am a 3-sided polygon with 2 congruent sides. 5. My 4 sides are equal. All my sides are right angles.
B.Establishing a purpose for the lesson	"What am I" – kinds of angles The teacher flashes a card with the following questions. Let it be answered by the pupils. a. I measure less than 90°. b. I measure 110° c. I measure 18° d. I measure 90° e. I measure more than 90° but less than 180°	The teacher shows different cutouts and real objects. What do you see class? How many sides are there in the picture? 	Game : What am I? 1. I am a 3-sided polygon with congruent sides. (equilateral triangle) 2. I have one pair of parallel sides. (trapezoid) 3. All my 4 sides are congruent and no right angles. (rhombus) d. I am a 3- sided polygon with 2 congruent sides (Isosceles triangle) e. My 4 sides are equal. All my sides form right angles. (square)	Activity 1: Look around our classroom. Name some objects in our classroom and name their shape. Activity 2: Distribute paper cut outs to each of the 5 groups of pupils. Without talking to each other, let them form two triangles. The first group to finish will be given a chance to describe and compare the figures they formed . Ask: What help you formed the figures in a short period of time?	The teacher shows different pictures or real objects like: What do you see in the first picture? Second? Third? How many sides are there in the pictures? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more

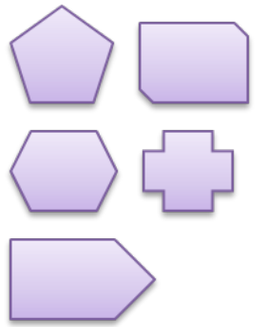
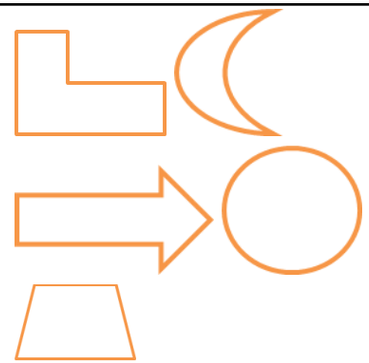
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<tr>
<td>C.Presenting Examples/ instances of the new lesson</td>
<td>Using the laptop let the pupils draw different polygons</td>
<td>Strategy: Geoboard Game (Looking for Pattern)
Materials: geoboard, rubber band
The teacher uses geoboard in presenting the lesson

How many sides are there in the polygon shown in the geoboard
What do you call a polygon with 5 sides? 6 sides/ 7 sides? Etc.
Let the pupils show 5,6,7,etc sided polygon using the geoboard and let them identify it.</td>
<td>Present these figures
</td>
<td>Present these figures

Activity: Jigsaw Method Strategy (TDAR)
Have members of each group use the TDAR Activity wherein they will Think, Discuss, Act Collaboratively and Reflect on the result of their activity.
🎬 How many sides are there in the polygons shown ?
Page545
🎬 What do you call a polygon with 6 sides?
🎬 Are they the same? Why?
🎬 How do they differ?
Let each group report their collaborative output.</td>
<td>Approach: Constructivism
Strategy: Direct Instruction
Activity: TGA
Materials: geoboard, rubber band
Tell: The teacher tells that they will use geoboard in presenting the
lesson.
Guide: Using geoboard, pupils will be instructed to make different
polygons.
Act: Let them show 4,5,6,7, etc. sided polygons.</td>
</tr>
<tr>
<td>D.Discussing new concepts and practicing new skills #1</td>
<td>What kinds of polygons were made?
How did you say that it is a polygon?
Etc.</td>
<td>Strategy: Activity Work
Materials: cutouts of 5-12 sided polygons
Mechanics:
a. Group the pupils into four.
Page536
b. She or he distributes cutouts placed in an envelope.
c. Let the pupils paste the cutouts intended for the different column as shown below
<table><tr><td>Cutout</td><td># of sides</td><td>Name of polygon</td></tr></table></td>
<td>a. Group the pupils into four.
b. She or he distributes cutouts placed in an envelope.
c. Let the pupils paste the cutouts intended for the different column as shown below.
<table><tr><td>Cutout</td><td>Number of sides</td><td>Name of polygon</td><td>Length of each side (same</td></tr></table></td>
<td>Material : cut-outs of 5-12 sided polygons.
Mechanics :
a. Group the pupils into three.
b. Distributes cutouts placed in an envelope to each group.
c. Let the pupils compare the figure intended for their group and
complete the table below.
Group I</td>
<td>How many sides are there in the polygon shown in the geoboard?
What do you call a polygon with 5 sides? 6 sides? 7 sides? etc.
Let them draw 5-12 sided polygon?</td>
</tr>
</table>

				  Group II  GROUP III  What are the different kinds of polygon? What is a regular polygon? Irregular polygon? Compare the charts of a regular and irregular polygons.	
E.Discussing new concepts and practicing new skills #2	Present these figures using a geoboard	Directions: Draw the following polygons. 1. Heptagon 2. Pentagon 3. Hexagon 4. Parallelogram 5. Decagon	Call a leader to report for the group. Ask. What are the different kinds of polygon? What is a regular polygon? Irregular polygon? Compare the charts of a regular and irregular polygons	Call a leader to report for the group. Ask. What figure is formed? What can you say about its sides? Is it regular or irregular? Why?	Strategy: Working in Pair Directions: Draw the following: 1. Heptagon Page551 2. Hexagon 3. Octagon 4. Nonagon

	   How many sides are there in the polygon shown in the geoboard? What do you call a polygon with 5 sides? 6 sides? 7 sides? Etc? Let the pupils show 5, 6, 7, etc. sided polygon using the geoboard and identify it.		**Regular and Irregular** **Name** / **Regular** Triangle Quadrilateral Pentagon Hexagon Octagon		
F.Developing Mastery	Material : cut-outs of 5-12 sided polygons. Mechanics : a. Group the pupils into four. b. She or he distributes cutouts placed in an envelope. c. Let the pupils paste the cutouts intended for the different column as shown below.	Directions: Group the class into 3. Let each group perform the activity written on the activity sheet. Group I- On an Illustration board, make models of different polygons. Group II- Using bamboo sticks or plastic straws, make models Group III- Complete each statement. a) Dodecagon has _____ angles. b) A nonagon has _____ vertices. c) An octagon has _____ angles. d) A decagon has _____ vertices. After the activity, each will group will present their output	Discuss the presentation under Explore and Discover on page ___, LM Math Grade 5. Let the pupils do the activity under Get Moving on page ___, LM Grade 5. Check the pupil's work.	A. Directions: Name the set of figures below. Tell whether it is regular or not. 	Approach: Constructivism Strategy: Activity based using 3 A's Group I. Act Using bamboo sticks or plastic straw (to be provided by the teacher) make models of the 5-12 sided polygons. Use string or rubber bands to connect them. Group II. Analyze  Ceramic jars are some of the most common decorative items found in many Filipino Houses. Can you identify the type of

					polygons shown in the decorative jar? Draw them. Group III. Apply Directions: Paste the cutouts of different polygons intended for the different columns. (Teacher will provide cutouts placed inside the envelope and the table needed by the group). Cutout Number of sides Name of Polygon 5 sides 6 sides 11 sides 9 sides
G.Finding Parctical application of concepts and skills in daily living	Call a leader to report for the group. Ask. What are the different kinds of polygon? How are they identified? Present the chart of the different kinds of polygon	Re[porting by group	Name the figure below. Tell whether it is congruent or not 	Activity: “Where You Belong?” (Recall, Familiarize, Model and Decide – RFMD Activity) Strategy: Thinking Skills Mechanics: 🎬 Distribute cut outs of polygons to the pupils. 🎬 Ask to find pair and work by pair to classify the figure received according to the Allow them to manipulate the figure by measuring their sides. 🎬 Identify whether the figure received is regular or irregular.	Reporting by group
H.Making generalization and abstraction about the lesson	What are polygons? How are they classified?	What do you call a polygon with 5-sides? Polygon with 6 sides? Etc	: What are polygons? How are they classified? Differentiate regular from irregular polygons	What are polygons? How are they classified? Differentiate regular from irregular polygons.	What do you call a polygon with 5 sides? 6 sides? etc.
I.Evaluating learning	Name the figure below.	Encircle the polygons. Explain why the others are not polygons	Name each polygon by the the number of its sides. Tell whether it is regular or not regular	Measure and count the number of polygons. Identify if it is regular or irregular polygon. (see chart)	Directions: Draw the following polygon. 1. Octagon 2. Nonagon 3. Heptagon 4. Decagon 5. Hexagon

					
J.additional activities for application or remediation	Cut out different polygons and create a figure out of it		let them answer Keep Moving on page _____, LM Grade 5.	The figure is divided into smaller regions. Each region is lettered. Name the polygon formed by combining the regions	Directions: Name some objects in your house, in school, in your surroundings which are 5-12 sided polygons. Be able to draw them on a clean bond paper
V.REMARKS					
VI.REFLECTION					
A.No. of learners who earned 80% in the evaluation	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery
B.No.of learners who require additional activities for remediation	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.

C.Did the remedial work? No.of learners who have caught up with the lesson	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above
D.No. of learners who continue to require remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation
E.Which of my teaching strategies worked well? Why did these work?	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson
F.What difficulties did I encounter which my principal or supervisor can helpme solve?	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation
G.What innovation or localized materials did used/discover which I wish to share with other teachers?	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts. **___Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. **___Text Representation**: **Examples:** Student created drawings, videos, and games. **___Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching*	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts. **___Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. **___Text Representation**: **Examples:** Student created drawings, videos, and games. **___Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts. **___Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. **___Text Representation**: **Examples:** Student created drawings, videos, and games. **___Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching*	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts. **___Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. **___Text Representation**: **Examples:** Student created drawings, videos, and games. **___Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:***	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts. **___Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. **___Text Representation**: **Examples:** Student created drawings, videos, and games. **___Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.

	___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson