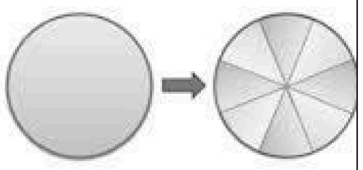
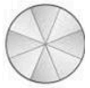
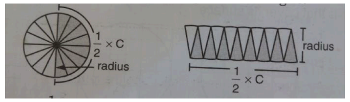
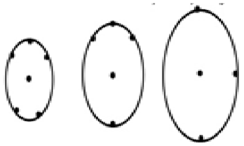
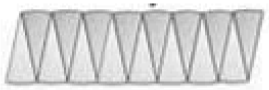
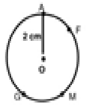
GRADES 1 to 12 DAILY LESSON LOG	**School:**		**Grade Level:**	**V**
	Teacher:		**Learning Area:**	**MATHEMATICS**
	Teaching Dates and Time:	**MAY 1 – 5, 2023 (WEEK 1)**	**Quarter:**	**4TH QUARTER**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES	Identify the diameter and radius of the circle				
A. Content Standards	demonstrates understanding of area, volume and temperature.				
B. Performance Standards	is able to apply knowledge of area, volume and temperature in mathematical problems and real-life situations.				
C. Learning Competencies/Objectives Write the LC code for each	visualizes area of a circle. Identify the diameter and radius of the circle Illustrates circle with different radii Find enjoyment in doing the activity **M5ME-IVa-72 / Page 63 of 109**	Derives a formula in finding the area of a circle Illustrates circle with different orientation Find enjoyment in doing the activity M5ME-IVa-73/ Page 63 of 109	derives a formula in finding the area of a circle . **M5ME-IVa-73**	Finds the area of a given circle Code: M5ME-IVa-74	Finds the area of a given circle Code Page: M5ME-IVa-74
II. CONTENT	•Visualizing the area of a circle •Knowledge about measuring instrument	•Deriving a formula in finding the area of a circle •Knowledge about measuring instrument	•Deriving a formula in finding the area of a circle •Knowledge about measuring instrument	Finding the area of a given circle	Finding the area of a given circle
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages	CG p.63	CG p.63	CG p.63	CG p.63	CG p.63
2. Learner's Material pages	BEAM LG Gr. 5 Module 14 - Area	DLP Gr. 5 Module 49 🎬 BEAM LG Gr. 5 Module 14 – Area 🎬 Lesson Guide in Elem. Math Gr. 5 p.382 🎬 MISOSA Gr. 5 Module – Area of a Circle			
3. Textbook pages	XL Excelling in Mathematics 5 Mathematics 5 &6 Lesson Guides http://www.slideshare.net/GradeSix1/lp-circle M5ME –Iva 72	XL Excelling in Mathematics 5 Mathematics 5 &6 Lesson Guides	XL Excelling in Mathematics 5 Mathematics 5 &6 Lesson Guides Code: M5ME –IVa 73	Chart, flashcards	Growing Up With Math 5 pp. 254-255
4. Additional Materials from Learning Resource (LR) portal					

B. Other Learning Resources	chart, ruler, real circle objects, pencil, compass	A large, heavy-paper or cardboard circle, about 12" in diameter, scissors, rulers, colored markers or crayons		5 pieces of hundred square grid cardboard and crayons	real circular objects, circular cut outs, flash cards DLP
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Have a review on solving problems involving circumference of a circle. Review the formula, give examples, and then give exercises for the pupils to do.	Directions: Have the pupils cut the circle in any orientation  2. Reviewing Previous Lesson Directions: Shade the region that refers to the area of the circle. How will you describe the area of a circle?	1. Drill/Review Mental computation/drill on finding the area of missing side of a parallelogram Strategy- Square Off! Materials: flash cards containing questions on finding area of parallelogram (square, rectangle, rhombus, parallelogram) Finding the missing side on the given area.	1. Drill a. Group the class into 5. Use flashcards. Let the pupils think and solve. The group with the most number of correct answer wins. Directions: Evaluate the following. a. 42 d. 142 b. 72 e. 252 c. 52 2. Review Count the number of square units in the following figures	1. Drill: Conduct a drill on multiplying number by itself. Strategy: "Passing the Ball" a) Pupils sing a Mathematics song b) Teacher will pass the ball as the pupils sing. Teacher will clap three times as a sign that they will stop singing and the one who holds the ball will be given a chance to answer Directions: Find the product. Do it by pair. 1) 9 X 3.14 = 2) 11 X 3.14 = 3) 5 X 3.14 = 4) 3.14 X 5 = 5) 3.4 X 3.14 =
B. Establishing a purpose for the lesson	Ask the pupils Is a circle a polygon? Why? and why not?	Present a picture of a circular flower garden  What can you say about this garden? Describe it. Who among you plants flowering ornaments at home? How wide is your flower garden at home?	Show pupils a tangram. Ask the pupils to form different figures using the pieces. What are the figures that you've formed?	What are the planets in our solar system? What is the twin planet of Earth? Values Integration How do you show your love and care to our planet Earth? 	Get any round object from your bag. Measure the diameter and find its radius. Recall the formula in finding the area of a circle
C. Presenting examples/instances of the new lesson	1.Presentation A.Have the pupils observe the circles below Take a look at each of the circles. Do you find any line segments?	trategy: Direct Instruction (TGA Activity) Tell: Ask the pupils to have a paper cut forming circular shape. Guide: Ask them to draw equal sectors inside the circle  Activity: Let them cut the guide. Arrange the pieces of papers	Activity 1 Materials: circular cutouts Mechanics: 1) Group the class into 4. 2) Cut a circle into equal parts. 3) Arrange the parts to form a parallelogram as shown below.  	Present the situation below to the class. Problem: Angela has a report in her Science class. She will discuss the about the planets Earth and Venus. So, she made an illustration of Earth in the form of a circle with a diameter of 13 cm. He also made an illustration of Venus in a circular form with a diameter of 12 cm. How much larger was the area of the illustration of Earth than that of Venus?	Materials: real objects such as plate, ice cream cup cover of any size or any round object, ruler, tape measure. Mechanics: a. Instruct pupils to measure the diameter of the round object they have. b. Divide the diameter by 2 to get the radius

	 A circle is a plane closed figure. That is not made out of line segments so, it is not a polygon. A circle is named by its center.	alternately forming like the one below 	Teacher tells them that this principle is called area conservation.		c. Ask each group to find the area using the formula $A=\pi r2$ d. Call as many pupils in front and solve for the area of the circle. e. What value is developed when you perform the activity?
D. Discussing new concepts and practicing new skills #1	2.Performing the Activities Group Activity Divide the class into five groups. Distribute the cue card and let them answer the cards. Let them discuss. Use circle cero to complete the following statements: 1.The distance from point O to point F is ___________. 2.The distance from point O to point M is ___________. 3.The distance from point O to point G is ___________. 4.If point G, O and F lie on one line, the distance from point G to F is ________. B.Have the pupils observed the circle. Introduce the Radius and Diameter of a circle. Show examples of radius that are connected to the tangent and from a center. Use compass in drawing a circle.	How do you find the activity? What shape was formed after putting the pieces of papers together? (Parallelogram)	Strategy: Direct Instruction What is the base of the parallelogram? Its height? Note that ½ of the circumference is equal to the base of the parallelogram. The radius of a circle to height of the parallelogram. Wherein; Area of Parallelogram: A = b x h Area of Circle A = ½ x C x r Since the circumference C of a circle is C = 2 x π x r, we have A = ½ x C x r = ½ x 2 x π x r x r = π x r x r = π x r^2. So, A= πr^2 Direction: Find the area of each circle.	🎬 What did Angela make? 🎬 What is the diameter of the garden? 🎬 What kind of girl is Angela?	Group pupils into four groups. Then distribute the activity card. Directions: Find the area of the following circles and report the output afterwards. After the presentations of each group, ask: how did you find the activity? Did you able to find the area of the circle? What value is developed in performing the activity? Expected Answers: 🎬 Happy and curious 🎬 Yes by solving the area of a circle using the given formula 🎬 Cooperation and camaraderie
E. Discussing new concepts and practicing new skills #2	Group Activity Divide the class into five groups. Distribute the cue card and let them answer the cards. Let them discuss.			Strategy: Direct Instruction The area of a circle is the region that is bounded by the circumference of the circle. It is denote by the capital letter A and its formula is A= $r2$. Since the diameter of Earth is 13 cm, divide 13 cm by 2 to obtain the radius.	Directions: Find the area of the following circles whose diameter or radius are:

	Use circle cero to complete the following statements:  The distance from point O to point F is ___________. The distance from point O to point M is ___________. The distance from point O to point G is ___________. If point G, O and F lie on one line, the distance from point G to F is ________. 1. The distance from point O to point F is ___________. 2. The distance from point O to point M is ___________. 3. The distance from point O to point G is ___________. 4. If point G, O and F lie on one line, the distance from point G to F is ________. B. Have the pupils observed the circle. Introduce the Radius and Diameter of a circle. Show examples of radius that are connected to the tangent and from a center. Use compass in drawing a circle.			So 13 cm ÷ 2 = 6.5 cm. We use the formula : A= $r2$. A = 3.14 x (13.5 $cm2$) = 3.14 x 182.25 $cm2$ = 572.265 $cm2$ The area of the Earth's illustration is 572.265 $cm2$.	
F. Developing mastery (Leads to Formative Assessment 3)	After the presentations of each group, ask: how did you find the activity? Did you able to visualize the area of the circle? What value is developed in performing the activity?	Directions: Follow the steps that follow. 1. Using the diagram. Label the parts of the parallelogram 2. Elicit the formula for the area of a parallelogram Area of parallelogram = b x h 3. Rename the base and height of the parallelogram.	Directions: Complete the table. Circle Diameter A B C	Let the pupils compute the area of the illustration of Venus. Then subtract their areas	A. Get any circular object. Measure its diameter. Find the radius and its area B. Problem Opener (Maximum participation) Directions: Solve this problem individually Every time it rains, Mrs. Flores saves water in a big clay jar called

	Expected Answers: A little bit confusing Yes by listening to the teacher explanation Enjoyment and Cooperation	Since the Circumference C of a circle is C = 2πr, rename C in the formula as 2πr. Area of Circle = x r = (2πr) x r Area of Circle = πr2			‘tapayan’. She covers them with a circular galvanized iron with a radius of 5 dm. What is the area of the circular cover?
G. Finding practical applications of concepts and skills in daily living	Ask the pupils to answer the activity under **Get Moving** on page ___ LM Math Grade V. Ask them also to answer the activity under **Keep Moving** on page ____ LM Math Grade V.	Directions: Solve each problem 1. A circular park has a radius of 60 meters. What is its area? 2. What is the area of a circular garden whose diameter is 20 meters? 3. The circumference of a circular flower bed is 47.1 m. What is its area?	Directions: Solve for the area of circle. 1) What is the area of a circular clock that has a radius of 6 dm? 2) A round carpet has a diameter of 16 feet. What is its area? 3) Can a round table whose diameter is 34 inches fit in the dining room that measures 5 feet by 8 feet?	Do the following: a. What is the shape of the cover of the pail in your school? Draw the cover of the pail in your notebook. Using a meter stick or ruler, measure the diameter and the radius. Indicate these measures on the drawing. Then, compute the area of the cover. b. Do you have a circular wall clock in your classroom? Or any circular objects? Draw it in your notebook. Using a ruler or meter stick measure the diameter and the radius and indicate these on your drawing. Using an appropriate formula, find the area	What is the answer in the problem? Valuing: What value is developed in performing the activity? What value is developed when you save water?
H. Making generalizations and abstractions about the lesson	A circle is a set of all points in a plane that are at fixed distance from a point called center. A radius is a line segment from the center to a point on the circle. A diameter is a line segment which passes through the center of a circle whose endpoints are on the circle. The length of radius is one half the length of a diameter of a circle. A compass is an instrument used to draw circles.	How do we derive the formula for the area of circle? The formula for finding the area of a circle can be derived from the formula for finding the area of a parallelogram. To find the area A of a circle of radius r, use the formula A = πr2	How do we derive the formula for the area of circle?	How do we find the area of a given circle?	Help pupils generalize the concept by asking: How do we find the area of a circle
I. Evaluating learning	Use a real compass or an improvised one to draw circle with these given radii. 1 cm 1.5 cm	Directions: Using the formula of the circle. Find the area of the following circles. 1. Radius = 12 cm ; A = ________ 2. Radius = 31.6 cm ; A = ________ 3. Radius = 18 mm ; A = ________ 4. Diameter = 0.5 km ; A = ________	Directions: Find the circumference of each circle. Use 3.14 for π.	Directions: Find the area of the following circles whose radius/diameter is given	Directions:Find the area of the circles.

<table>
<tr><td></td><td>2.5 cm
6 cm
5 cm</td><td>5. Diameter = 2.50 km ; A = ________</td><td></td><td></td><td></td></tr>
<tr><td>J. Additional activities for application or remediation</td><td>Provide exercises similar to those given in the lesson. If the problem is on the mastery of the area of a circle.</td><td><table><tr><td>Directions: Complete the table below
Circle</td><td>Radius</td><td>Diameter</td><td>Area</td></tr><tr><td>A</td><td></td><td>12.8 dm</td><td></td></tr><tr><td>B</td><td></td><td>5.6 m</td><td></td></tr><tr><td>C</td><td></td><td>25.6 mm</td><td></td></tr><tr><td>D</td><td></td><td>706.5 mm</td><td></td></tr></table></td><td>Directions: From the definition of π, C = πd or C= 2πr. Use π= 22/7 to compute for the unknown.
1) What is the diameter of a circle with a circumference of 9.43 cm?
2) The circumference of a pipe is 25.14 cm. Find its radius rounded to the nearest whole number</td><td>Directions: Find the area of these circles whose radius is:
1) 86 km
2) 5.3 m
3) 72 dm
4) 9.5 cm
5) 64 mm</td><td>1. Drill: Conduct a drill on multiplying number by itself.
Strategy: “Passing the Ball”
a) Pupils sing a Mathematics song
b) Teacher will pass the ball as the pupils sing. Teacher will clap three times as a sign that they will stop singing and the one who holds the ball will be given a chance to answer
Directions: Find the product. Do it by pair.
1) 9 X 3.14 =
2) 11 X 3.14 =
3) 5 X 3.14 =
4) 3.14 X 5 =
5) 3.4 X 3.14 =</td></tr>
<tr><td>V. REMARKS</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>VI. REFLECTION</td><td colspan="5"></td></tr>
<tr><td>A. No. of learners who earned 80% in the evaluation</td><td>___Lesson carried. Move on to the next objective.
___Lesson not carried.
_____% of the pupils got 80% mastery</td><td>___Lesson carried. Move on to the next objective.
___Lesson not carried.
_____% of the pupils got 80% mastery</td><td>___Lesson carried. Move on to the next objective.
___Lesson not carried.
_____% of the pupils got 80% mastery</td><td>___Lesson carried. Move on to the next objective.
___Lesson not carried.
_____% of the pupils got 80% mastery</td><td>___Lesson carried. Move on to the next objective.
___Lesson not carried.
_____% of the pupils got 80% mastery</td></tr>
<tr><td>B. No. of learners who require additional activities for remediation who scored below 80%</td><td>___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.</td><td>___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.</td><td>___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.</td><td>___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.</td><td>___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.</td></tr>
</table>

	___Some pupils did not finish their work on time due to unnecessary behavior.	___Some pupils did not finish their work on time due to unnecessary behavior.	___Some pupils did not finish their work on time due to unnecessary behavior.		___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 lessons 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 help me 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 I use/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,	*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,	*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,	*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.	*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

	and providing samples of student work. ***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	and providing samples of student work. ***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	and providing samples of student work. ***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	***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	students to use, and providing samples of student work. ***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 ___AudioVisual Presentation of the lesson