



GRADES 1 to 12
DAILY LESSON LOG

School:	DepEdClub.com	Grade Level:	V
Teacher:		Learning Area:	MATHEMATICS
Teaching Dates and Time:	APRIL 3-7, 2023 (WEEK 8)	Quarter:	3 RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES					
A.Content Standards	The learner demonstrates understanding of polygons, circles and solid figures				
B.Performance Standards	The learner is able to construct and describe polygons, circles and solid figures				
C.Learning Competencies/Objectives	Derives a formula in finding the circumference of a circle Code: M5ME- IIIi-69			Maundy Thursday	Good Friday
II.CONTENT	Deriving a formula in finding the circumference of a circle				
III.LEARNING RESOURCES					
A.References					
1.Teacher’s Guide pages	CG p. 63 Lesson Guide in Elem. Math Grade 5 pp. 362-366				
2.Learners’s Materials pages					
3.Textbook pages	Growing Up with Math 5 pp. 284-286 Math for Life 5 pp. 339-342				
4.Additional materials from learning resource (LR) portal					
B.Other Learning Resource					
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	1. Drill: Identifying Different Plane Figures Strategy: Guessing Game 1. Who am I? I am a plane figure with four equal sides and four right angles. 2. I am a plane figure with five sides. 3. I am a quadrilateral with only one pair of parallel sides. Can you guess who am I? 4. I am a plane figure with seven sides. 5. Who am I? I am a plane figure with no sides. I am made up of points which are equidistant from the center. 2. Review: Finding the diameter and radius of a circle Strategy: Game (Flash and Tell)				
B.Establishing a purpose for the lesson	Let the class sing small circle				
C.Presenting Examples/ instances of the new lesson	John Aldrich jogged around a circular park with a diameter of 60 meters. What is the distance covered by John Aldrich? Values Integration Is jogging a worthwhile activity? Why What good can it do to us?				
D.Discussing new concepts and practicing new skills #1	What does the problem ask for? What fact is given? What are we going to look for? Before you get the answer to the problem, we will do an activity.				

	I have here a cut-out. What figure does it represent? Let us measure the distance around the circle using tape measure. What measurement did you get? What about the diameter? What is the ratio of the circumference to diameter? Let us try another circle. What is the measurement of the distance around the circle? What about the diameter? What did you observe from the ratio derived from the measurements? The ratio of the circumference to the diameter is a number very close to 3.14. Great Mathematicians in history used the Greek letter (pi) to name the ratio. Using the relationship $C/d=3.14$, what formula will you have to get the circumference? What if the radius is given, what formula will you use? Why do you have to multiply the radius by 2? Now that you have the formula for finding the circumference of a circle, can you now give the answer to the problem? What is the distance covered by John Aldrich? What is the distance covered by him if he jogged around the park two times?			
E.Discussing new concepts and practicing new skills #2	Giving more examples			
F.Developing Mastery	Group Activity Teacher distributes an activity sheet and materials for each group) Activity Sheet Answer the following: 1. What is the diameter of the(object)? _____ 2. What is the value of Π? _____ 3. Given the diameter, what formula will you use to find the circumference? _____ 4. Write the mathematical sentence. _____ 5. Write the answer with proper unit or label. _____ (The leader of the group will present and discuss their work in class)			
G.Finding Parctical application of concepts and skills in daily living	Group Work Group I (Nature Smart) Mrs. Mendoza planted dwarfed Santan around her circular flower garden which has a diameter of 10 meters. How many meters did she plant with dwarfed Santan? What good can ornamental plants give to us? _____ What shall we do with the plants and trees around us? _____ What mathematical sentence fits the problem? _____ What is the answer to the problem? _____ Group II (Picture Smart) Tina wants to put lights around the rim of a circular lantern with a diameter of 40 cm. What is the length of the electrical wire needed? Draw how the lantern looks like and illustrate its diameter.			

	Solve for the answer. Group III (Music Smart) Create a song, jingle or rap telling how to solve circumference measure. Group IV (Word Smart) Make a story problem involving circumference measure. Solve for the answer.				
H.Making generalization and abstraction about the lesson	What is the formula for the circumference of a circle?				
I.Evaluating learning	Directions: Read then solve. Use 3.14 for pi. 1. Find the circumference of a circle with a diameter of 3 meters? A. 9.42m B. 94.2m C. 942 m D. 0.942 2. What is the distance around this circle? A. 0.314 m B. 3.14 m C. 31.4 m D. 314 m 3. What is the distance around a circular playground with a diameter of meters? A. 15.7 m B. 3.14 m C. 31.5 m D. 157 m 4. A circular pool has a diameter of 12 meters. Find its circumference. A. 18.84m B. 1.84m C. 37.68m D. 3768m 5. Get the distance around a circular table with a diameter of 2 meters. A. 6.28 m B. 62.8 m C. 12.56 m D. 125.6 m				
J.additional activities for application or remediation	Directions: Complete the table below.				
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.	___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.	___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.	___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.	___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.

	___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.	___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 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 used/discover which I wish to share with other teachers?	<i>Strategies used that work well:</i> ___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: <i>Explicit Teaching</i>	<i>Strategies used that work well:</i> ___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: <i>Explicit Teaching</i> Group collaboration Gamification/Learning through play	<i>Strategies used that work well:</i> ___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: <i>Explicit Teaching</i>	<i>Strategies used that work well:</i> ___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:	<i>Strategies used that work well:</i> ___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:

___ Group collaboration ___ Gamification/Learning through 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 through 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	___ <i>Explicit Teaching</i> ___ Group collaboration ___ Gamification/Learning through 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	___ <i>Explicit Teaching</i> ___ Group collaboration ___ Gamification/Learning through 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
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