GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	V
	Teacher:	*Credits to the Writer of this DLL*	Learning Area:	MATHEMATICS
	Teaching Dates and Time:	MAY 22-26, 2023 (WEEK 4)	Quarter:	4TH QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES	Name the unit of measure for measuring the volume of cube and rectangular prism. Write the value of measuring accurately				
A. Content Standards	demonstrates understanding of area, volume and temperature.				Weekly Test
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	converts cu. cm to cu. m and vice versa; cu.cm to L and vice versa. M5ME-IVd-80/Page 63 of 109	converts cu. cm to cu. m and vice versa; cu.cm to L and vice versa. M5ME-IVd-80/Page 63 of 109	: Finds the volume of a given cube and rectangular prism using cu.cm and cu.m M5ME-IVd-81	Estimate and use appropriate units of measure for volume M5ME-IVd-82	
II. CONTENT	Converting cu.cm to cu.m and vice versa; cu.cm to L and vice versa	Converting cu.cm to cu.m and vice versa; cu.cm to L and vice versa	Finding the volume of a given cube and rectangular prism using cu.cm and cu.m	Estimating and Using appropriate units of measure for volume	
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages	Curriculum Guide in Math 5	Curriculum Guide in Math 5	Curriculum Guide in Math 5		
2. Learner's Material pages	DLP Gr. 5 Module 54 BEAM LG Gr. 5 Module 18 – Volume Lesson Guide in Elem. Math Gr. 5 p.395 MISOSA Gr. 5 Module – Volume of a Rectangular Prism	DLP Gr. 5 Module 54 BEAM LG Gr. 5 Module 18 – Volume Lesson Guide in Elem. Math Gr. 5 p.395 MISOSA Gr. 5 Module – Volume of a Rectangular Prism		DLP Gr. 5 Module 55 BEAM LG Gr. 5 Module 18 – Volume Lesson Guide in Elem. Math Gr. 5 p.399	
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal					

B. Other Learning Resources	flash cards, pocket chart, problem written on the chart	flash cards, pocket chart, problem written on the chart	: flash cards, model cubes and rectangular prisms set, problem written on the chart.	flash cards, model cubes and rectangular prisms set, aquarium.	
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	1.Drill: Conversation Mother bought a dressed chicken weighing 1.3 kg. How many grams is it? 2.Review Give the equivalent: Conversion of linear measure. 6cm= ____ mm 5m= _____cm ____dm= 4m ____cm= 9dm ____dm= 3m	Answer their assignment Review Basic conversion unit	1.Drill Mental computation /drill on finding the area or missing side of a parallelogram 2.Review Find the area of the following figures. Write the answer on your notebook. 1. 3cm 3. 6cm 2. 5m 6cm	1.Drill Mental computation Magic Square –Give the next five perfect square. 2. Review Find the volume of these prisms. Write the answer on your notebook. 1.l=9m w=5m h=4m 2. s=12cm 3.l=15m w=10m h=6m	
B. Establishing a purpose for the lesson	3.Motivation Which cubic unit of measure will you use to measure the following: a.cabinet d.thumbtacks box b.gravel and sand truck e.rectangular water tank		3.Motivation Show a transparent plastic container filled with balls. Ask pupils to guess the number of balls inside the container. Let a volunteer count the balls to find out the answer. Elicit from them how they can make a good guess of the total number of balls. Relate this to the concept of volume.	3.Motivation Show a rectangular prism to each group and guess which has the greatest or least volume.	
C. Presenting examples/instances of the new lesson	1.Presentation Present each problem to the class. **A truck delivers sand weighing 54000 dm3 or L, what is the weight of the sand in cubic metre (m3)? In cubic centimetre (cm3) ?**	Presentation Present another problem to the class	1.Presentation Read and study the problem below. A storage box is 60 cm by 40 cm by 30 cm. What is the volume of the box? The volume of a rectangular prism is equal to the product of its length,width and height.	1.Presentation Using concrete object (present an aquarium) An aquarium is 35 cm. long, 25 cm wide and 33 cm high is to be filled with water.	

			V= LXWXH 60cm x 40 cm x 30 cm = 72000cm3		
D. Discussing new concepts and practicing new skills #1	a.What is asked in the problem? What are given? b.What must we know to be able to change 54000 dm3 to cubic centimetres and to cubic metre? c.Which is larger a cubic decimetre or a cubic centimetre? d.How many cubic centimetres are there in cubic decimetres or L ? To change cubic decimetre to cubic centimetre we multiply by 1000. Since: 1dm=10cm Therefore: 1dmx1dmx1dm= 10cm x 10cm x 10cm Thus, 1dm3 = 1000cm3 54000 dm3 = ____ cm3 54,000x1,000 = 54,000,000 cm3 How will you compare cubic decimetres to cubic metres? Since a cubic metre is larger thana cubic decimetre, we divide by 1000. Using conversion 1m3= 1000dm3 54000dm3 = 54m3 1000	Discuss the problem	Using concrete objects a.Let a pupil fill a rectangular box with cubes. b.Ask the pupils the following questions: ☔How many cubes did it take to fill the prism? ☔How many cubic units is the length/ the width? the height? c.Define these situations as finding the volume of solids. Define volume as the number of cubic units used to fill up a space. Use correct unit of measure. d.Using this definition, ask the pupils the volume of rectangular prism. e.Let them state the formula for the volume of a rectangular prism as V=lxwxh.	How many cubic centimetre of water will be needed? 1.What is asked in the problem? 2.What data are given? 3. Is the unit of measure appropriate with the data given?	
E. Discussing new concepts and practicing new skills #2	2. Performing the Activities Group the pupils into three working teams and have them perform the task. Problem 1. Change to dm^3 54 cm^3= ____ 523cm^3= ____ 84cm^3= Problem 2. Change to cm^3 0.023m^3= ____ 3.48 m^3= ____ 2.53 dm^3 = ____	Provide exercises Processing the Activities How do we change and convert a smaller unit to a higher unit? ☔ when converting from larger unit to a smaller unit, use multiplication ☔ when converting from a smaller to a larger unit, use division	2.Performing the Activities Solve for the volume of these rectangular prisms, given their measurements. 1.l=9m 3. s=12cm w=4m h=3m 2.l= 10cm 5. s=6m w=7cm	2.Performing the Activities a. Group the pupils. Give rectangular prism to each group. b. Have each pupil first guess which prism has the greatest and which prism has the least volume. c. Give the unit of measure to be used. Have the students estimate the volume of the rectangular prisms. . Processing the Activities What is volume?	

	Problem 3. Change to m^3 2400 cm^3 = _____ 1240cm^3 = _____ 320 dm^3= _____		h=15cm 4.l=14 m w=10m h=9m Processing the Activities What is volume? What is the formula in finding the volume of a cube? Rectangular prism	How do we estimate volume of a prism?	
F. Developing mastery (Leads to Formative Assessment 3)	Reinforcing the Concept and Skill Discuss the presentation. On page ___ of LM Math Grade V, Have the pupils solve the following exercises. Supply the missing number. 1. 6700 dm3= ____m3 2. 28 dm3= _____cm3 3. 11500 cm3 =_____ m3 4. 4 m3 =_____cm3 5. 8m3 = _____dm3	Get Moving! Change to smaller units. 1.25 cm3 =_____mm3 2.89 dm3= _____cm3 3.57 cm3= _____mm3 4.126 dm3= _____ cm3 5.32 dm3= _____cm3	4. Reinforcing the Concept and Skill Discuss the presentation. On page ___ of LM Math Grade V, Have the pupils solve the following exercises. Find the volume of the following figures. Refer to LM____	Reinforcing the Concept and Skill Discuss the presentation. On page ___ of LM Math Grade V, Have the pupils solve the following exercises. Write the best unit of measure to find the volume of the following: (mm3, cm3, dm3, m3) 1.water in a rectangular pool 2.an ice before it melts 3.a dice 4.a blackboard eraser 5.oil in a rectangular box	
G. Finding practical applications of concepts and skills in daily living	Applying to New and Other Situations Have the pupils do the exercises under Apply your Skills on page LM Math Grade V. Encourage some pupils to show and discuss the answers.	Answer the following word problems. 1.A truck delivers sand weighing 85000 cm3, what is the weight of the sand in cubic decimeters? 2.A water tank holds 90000 dm3 of water, what is its weight in cm3 ?	Applying to New and Other Situations Have the pupils do the exercises under Apply your Skills on page LM Math Grade V. Encourage some pupils to show and discuss the answers	Applying to New and Other Situations Have the pupils do the exercises under Apply your Skills on page LM Math Grade V. Encourage some pupils to show and discuss the answers.	

H. Making generalizations and abstractions about the lesson	Summarizing the Lesson ☂In converting from a larger unit to a smaller unit, use multiplication ☂In converting from a smaller to a larger unit, use division		Summarizing the Lesson ☂Volume of a rectangular prism= L X W X H ☂Volume of a cube=S X S X S or S3	Summarizing the Lesson ☂How do we use appropriate unit of measure for volume? ☂How do we estimate volume?	
I. Evaluating learning	C.Assessment Change to smaller units. 1. 15 cm3= _____mm3 2. 61 dm3= _____cm3 3. 64 cm3 = _____dm3 4. 25 cm3= _____mm3 5. 87 dm3= _____c	Assessment Fill in the blanks to complete the equivalent measures. 1.198cm3= _____dm3 2. 1286dm3= _____m3 3. ____cm3 = 35m3 4._____cm3= 25dm3 5. 89m3= _____dm3	C.Assessment Find the volume of these solid figures.. Refer to Lm____	C.Assessment 1.Marilou's sewing box is 3 dm long, 2.5 dm wide and 4.3 dm high. What is its volume? 2.Find the volume of a closet which is 2.5 m long, 5m and 2m high	
J. Additional activities for application or remediation	Change these units to larger or smaller units: 1.7cm3= _____mm3 2. 5000 dm3= _____m3 3. 5m3 = _____cm3 4. 20000 cm3 = ____m3 5. 17m3= ____dm3		Draw the figure with their measurements and find their volume. 1. l=4m w=1m h=3m 2.s=14cm 3.3=20cm 4.l=8cm w=3cm h=10cm 5.s=12cm	Draw the figure with their measurements and find their volume. 1. l=9m w=4m h=6m 2. s=18cm 3. 3=30cm 4. l=12cm w=5cm h=8cm 5. s=14cm	
1. REMARKS					
2. REFLECTION					
A. No. of learners who earned 80% in the evaluation					
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					

D. No. of learners who continue to require remediation					
E. Which of my teaching strategies worked well? Why did these work?					
F. What difficulties did I encounter 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?					