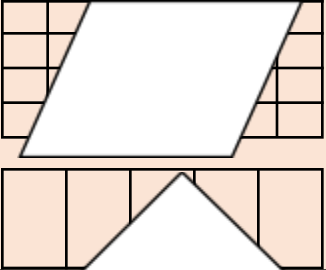



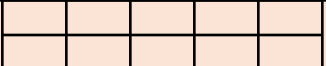
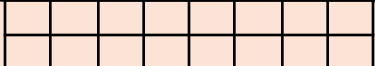

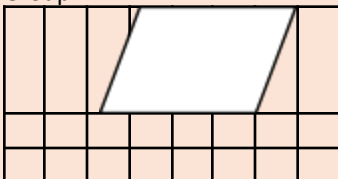
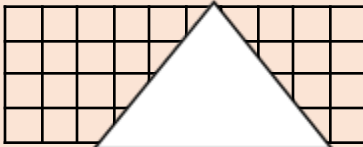


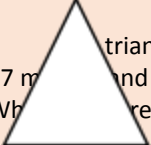



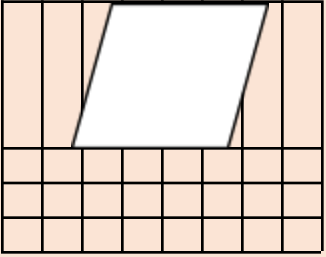
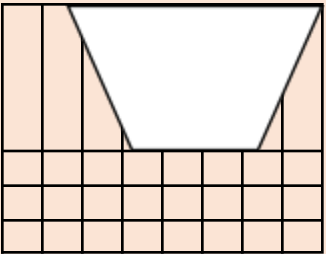
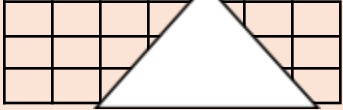
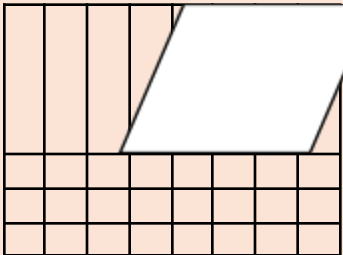
**GRADES 1 to 12**  
**DAILY LESSON LOG**

<b>School:</b>		<b>Grade Level:</b>	IV
<b>Teacher:</b>		<b>Learning Area:</b>	MATHEMATICS
<b>Teaching Dates and Time:</b>	WEEK 3	<b>Quarter:</b>	4 <sup>TH</sup> Quarter

	Monday	Tuesday	Wednesday	Thursday	Friday
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I. OBJECTIVES					
A. Content Standard	The learner demonstrates understanding of the concept of time, perimeter, area, and volume				
B. Performance Standard	The learner is able to apply the concept of time, perimeter, area, and volume to mathematical problems and real-life situations.				
C. Learning Competencies/Objective Write the LC code for each.	Estimates the area of triangles, parallelograms, and trapezoids <b>M4ME-IVc-59</b>		Solves routine and non-routine problems involving squares, rectangles, triangles, parallelograms, and trapezoids <b>M4ME-IVc-60</b>		
II. CONTENT					
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages	TG pp. 281- 285	TG PP 281 - 285	TG PP. 281 - 285	TG PP. 285 - 290	TG PP. 285 - 290
2. Learner's Material pages	LM pp. 213 - 214	LM pp. 213 - 214	LM pp 213 - 214	LM pp 215 - 218	LM pp 215 - 218
3. Textbook pages					
4. Additional Material from Learning Resource (LR) Portal					
B. Other Learning Resources	PPTx, activity sheets, cutouts, meta cards, SMC	PPTx, activity sheets, cutouts, meta cards, SMC	PPTx, activity sheets, cutouts, meta cards, SMC	PPTx, activity sheets, cutouts, meta cards, SMC	PPTx, activity sheets, cutouts, meta cards, SMC
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson.	Distribute cut outs to pupils. Let the pupils tell the number of square units the figure has	Show grids to pupils with different figures. Let them estimate the area of those figures.	Let the pupils draw their grids with the corresponding figures inside. Let them also count and estimate the area of the figure drawn on their grids.	Estimating the area of the figures parallelograms, triangles, and trapezoids.	What are the steps in solving problems?
B. Establishing a purpose for the lesson	Motivation: Can you estimate the area of a figure? 	Conduct a drill on performing the basic operations of whole numbers. Solve for n. $9 \times 8 = n$ $12 \times 16 = n$ $(15 \times 8) \text{ divided by } 2 = n$ $(16 + 4) \div 2 = n$	Show cutouts of a trapezoid. Estimate the area. Show cut outs of a triangle. Estimate the area. 	Present the situation under explore and Discover on LM pp. 215  Complete the information for that object by making estimates and the actual area.	Let the pupils visualize and solve the given problem. A triangular landscape has a base of 24 meters and a height of 12 meters. Find its area? What is the first thing we will do? After visualizing the problem, what step is next?

	 <p>How many square units cover the figures? Let the pupils count the square units the triangle and the parallelogram occupy.</p>		 <p>Estimate the formula</p>		
<b>C. Presenting Examples/ instances of the new lesson</b>	<p>Present the situation to the class. Estimate the area of the following figures.</p> 	<p>Consider yourself a designer of furniture and fixtures for homes. How would your knowledge of area of geometric figures you have studied help you designing new products?</p>	<p>Present grids to pupils. Explain about how to estimate the area of the figures trapezoid, parallelograms and triangles.</p>	<p>Let the pupils do the following on Get Moving on LM p. 216 1 and 2</p>	<p>Let the pupils solve problem number 3 in Get Moving on LM p. 216</p>
<b>D. Discussing new concepts and practicing new skills #1</b>	<p>Divide the class into 5 groups. Give each group a grid with figures.</p>	<p>What helped you estimate the area of the figure? How did you estimate the area of each figure?</p>	<p>What helped you estimate the area of the figure? How did you estimate the area of each figure?</p>	<p>Discuss about how to solve routine and non-routine problems.</p>	<p>Discuss how to solve routine and non-routine word problems.</p>
<b>E. Discussing new concepts and practicing new skills #2</b>	<p><b>Guided Practice</b> Let the pupils answer Get Moving on LM p 213</p>	<p><b>Guided Practice</b> Estimate the figure by group. Group I</p>  <p>Group II Estimate the area of trapezoid. Group III-Estimate the area of triangle.</p>	<p><b>Guided Practice</b> <b>By group</b></p> 	<p><b>Guided Practice</b> Use the 4-way steps. 1.A residential lot has the shape of a parallelogram. Its base measures 20 meters. The distance between the 2 parallel sides is 8 meters. What is the area of the lot?</p>	<p><b>Guided Practice</b> Solve:</p>  <p>The garden has a length of 34 cm and a width of 24 cm. What is its area?</p>
<b>F. Developing mastery</b>  (Leads to Formative Assessment 3)	<p><b>Independent Practice</b> Let the pupils do Keep Moving on LM p. 217</p> 	<p><b>Independent Practice</b> Estimate the following. The teacher will distribute individual figure. The pupils will estimate the area.</p>	<p><b>Independent Practice</b> Estimate the following. The teacher will distribute individual figure. The pupils will estimate the area.</p>	<p><b>Independent Practice</b> Let the pupils do Keep Moving on LM p. 217</p>	<p><b>Independent Practice</b></p>  <p>A triangle has a side of 57 m and a height of 45 m. What is its area?</p>

<p>G. Finding practical applications of concepts and skills in daily living</p>	<p>Let the pupils answer and analyze the activity in Apply Your Skills on LM p. 214</p> 	<p>Let the pupils answer and analyze the activity in Apply Your Skills on LM p. 214</p>	<p>Let the pupils answer and analyze the activity in Apply Your Skills on LM p. 214</p>	<p>Let the pupils do Apply Your Skills on LM p. 218</p>	<p>Let the pupils do Apply Your Skills on LM p. 218</p>
<p>H. Making generalizations and abstractions about the lesson</p>	<p>To estimate the area of a parallelogram, triangle, or a trapezoid:          *Count the number of square units that are completely inside the figure          *When only part of the square is included in the figure, put it together with those partly square in the figure to form a whole square.</p>	<p>To estimate the area of a parallelogram, triangle, or a trapezoid:          *Count the number of square units that are completely inside the figure          *When only part of the square is included in the figure, put it together with those partly square in the figure to form a whole square.</p>	<p>To estimate the area of a parallelogram, triangle, or a trapezoid:          *Count the number of square units that are completely inside the figure          *When only part of the square is included in the figure, put it together with those partly square in the figure to form a whole square.</p>	<p>We use the 4-step plan in solving problems involving rectangles, parallelograms, triangles, trapezoids, and squares.</p>	<p>We use the 4-step plan in solving problems involving rectangles, parallelograms, triangles, trapezoids, and squares.</p>
<p>I. Evaluating learning</p>	<p><b>Directions:</b> Estimate the area of the following.</p>  	<p>Directions. Estimate the area of the following figures</p>  	<p><b>Directions:</b> Estimate the area of the following figures.          Parallelograms          Trapezoids          triangles</p>	<p><b>Directions:</b> Solve the following word problems.          The living room of Mr. Ilagan’s house is trapezoid-shaped with one of the parallel sides 4 m long and the other is 6 m long. The perpendicular distance between these sides is 5 m. what is the floor area of the living room?</p>	<p><b>Directions:</b> solve the word problem.          Lots in a newly opened subdivision in Barangay Magiting cost Php3,500 per square meter. What is the biggest possible rectangular lot the Santos family can buy if they have Php400,000? What will be its length and width? Draw the plot and indicate its length and width.</p>
<p>J. Additional activities for application or remediation</p>					
<p>V. REMARKS</p>					

VI. REFLECTION					
A. No.of learners who earned 80% on the formative assessment					
B. No.of learners who require additional activities for remediation.					
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?					

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