GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	V
	Teacher:	File created by Ma'am EDNALYN D. MACARAIG	Learning Area:	MATHEMATICS
	Teaching Dates and Time:	MARCH 18 – 22, 2024 (WEEK 8)	Quarter:	3RD 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	Derives a formula in finding the circumference of a circle Code: M5ME – IIIg	Finds the circumference of a circle Code: M5ME-IIIi-70	Find the circumference of a circle Code: M5ME-IIIi-	Finds the circumference of a circle Code: M5ME-IIIhi-
II.CONTENT	Deriving a formula in finding the circumference of a circle	Deriving a formula in finding the circumference of a circle	Finding the Circumference of a Circle	Measurement	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	CG p. 63 Lesson Guide in Elementary Mathematics 5 pp. 362-366	CG p. 63 Lesson Guide in Elementary Mathematics 5 pp. 366	CG p. 63 Elementary Mathematics 5 pp. 366-369	CG p. 63 Elementary Mathematics 5 pp. 366-369
2.Learners's Materials pages					
3.Textbook pages	Growing Up with Math 5 pp. 284-286 Math for Life 5 pp. 339-342	Mathematics for Better Life, pp	Mathematics for Better Life 5, p. 244 Growing Up with Math 5, p. 242		Mathematics for A Better Life Gr.5,p.242-243
4.Additional materials from learning resource (LR) portal		DepEd Learning Portal, Math 5			
B.Other Learning Resource		metacards, flashcards of different figures, charts, powerpoint presentations, cutouts of circles, real objects	picture cards, picture	Cutouts of different sizes of circles	Chart, flashcards
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	1.Drill Directions: Using the illustration, identify the parts of the circle named. 2. Review What are the different parts of a circle?	1. Drill Directions: Flash cards with multiplication sentence. Using pupils drill boards, let them solve for the product. 2. Review Directions: Match Column A with column B. 1. The distance around a circle is _____. 2. A line that passes through the center of a circle is _____. 3. An estimate of the value pi (π) B a) radius b) area	1. Drill Mental Computation Aling Meding delivers 200 sumang yakap daily to each of her 10 customers in Talipapa. How many sumang yakap does she deliver everyday? 2. Review on Finding Perimeter Directions: Find the distance around each given figure. a) A rectangle with a length of 12.5 cm and a width of 9.5 cm. b) A square whose sides is 12.75 cm	1. Drill Group the class into 5. Use flashcards. Let the pupils think and solve. The group with the most number of correct answer wins. Directions: Give the diameter of the following circles whose radius are: a) 4 cm b) 15 m c) 3.5 m d) 18 cm e) 24 cm 2. Review How can you compute the circumference, when the given

	Strategy: Game (Flash and Tell)		c) diameter d) circumference e) 3.14	c) An isosceles triangle whose base is 25.25 cm and whose legs measure 18.5 cm each. d) A right triangle whose sides are 22.5 cm; 18 cm; and 13.5 cm.	is radius? How about when the diameter is given?
B.Establishing a purpose for the lesson	Let the class sing small circle	Let us sing a song about circles. As you sing, draw what the song tells you to do.	Present this picture to the class  Who among you love to play basketball? Whom do you play with? Do you have your own ball? How big is your basketball?	Activity: Acting Out Tell the pupils to form circles by groups of 8, 10 or 12 then let each group form a straight line a) How many pupils are there in a circle? b) How many pupils are the in the line? The number of pupils in the line is the distance around the circle. Today we are going to study about finding the circumference of a 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?	Group 1 and 3: Measure the diameter and the length of the edge of each circle given to you group. Put your measurements on the table provided to your group. Divide the diameter by the length of the edge. Put your answer on the last column Diameter Length of the Edge $\frac{Length}{Diameter}$ Group 2 and 4 Measure the diameter of each circle given to you group. Put your measurements on the table provided to your group	A basketball ring has a circumference of 125.6 cm. Can a basketball with a radius of 13 cm pass through the basketball ring?	Present a story problem Mrs. Olojan planted dwarf santan around her circular flower garden which has a diameter of 8 metres. How many metres did she plant with dwarf santan?	Have you been to a plaza? What can you find there? Values Integration How do you keep our plaza clean? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more
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?	Strategy: Direct Instruction How many circles have you measured? What did you use to measure your circles? (For Groups 1 and 3) What do you notice on your answers at the fourth column of your table? Are they close to the value of 3.14? 3.14 or π is the ratio of the circumference of a circle to its diameter.	What is the circumference of the basketball ring? What is the radius of the ball? What is the formula to get the circumference of the ring?	What is asked? What are given? How will you solve the problem? What is the formula in finding the circumference of a circle?	In the middle of a park, there is a circular garden that has a diameter of 10 meters. What is the distance around the garden? What is at the middle of the park? What is the diameter of the garden?

	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?	🎬 (For Groups 2 and 4) Look at your answers in column 2 and the answers in column 4 of Groups 1 and 3. What do you notice? 🎬 Are they almost the same? 🎬 How about the answers in column 2 of Groups 1 and 3 and the answers in column 4 of Groups 2 and 4, are the almost the same? 🎬 How can we get then the length of the edge of a circle? (We will multiply the diameter by the value of π which is 3.14) 🎬 The length of the edge of a circle is called the circumference. 🎬 What is the formula then in finding the circumference of a circle if the diameter is given? (C = πD.) 🎬 How about if the radius is given, how will we get the circumference of a circle? (C = 2πr)			
E.Discussing new concepts and practicing new skills #2	Giving more examples	Giving more examples	Giving more examples	Strategy: Direct Instruction To find the circumference, use Pi (π), a mathematical constant. Its value is 3.14 or 227 . It is the ratio of the circumference to the diameter of a circle. π = $\frac{C}{d}$ so C = π x d or C = 2πr To find the circumference, multiply the diameter by 3.14 d = 8 m C = π x d = 3.14 x 8 m = 25.12 m planted with dwarf santan If radius is given use this formula, C = 2πr Given: 4 metres radius C = (2 x 3.14) 4 = 6.28 x 4 = 25.12	The distance around the circle is called the circumference. What did you do to get the circumference of our circular objects?

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)	Strategy: TGA Activity TELL Read the directions carefully and do what is asked. GUIDE Get a 25-centavo coin, a Php1-coin and a Php5-coin. Use a string to measure the length of the edge of the coins. Then using your ruler, measure the length of the string used for each coin. ACT Copy this table and record your result in it.	Strategy 1: Visualization Let the pupils label the radius and diameter of the basketball Strategy 2: Computation using the formula Using the radius : C = 2πr Where: π = 3.14 r = 13 cm. C = 2 π r = 2 x 3.14 x 13 cm = 81.64 cm	Directions: Find the circumference of each circle below. Do this by Pair	Developing Mastery Let the pupils stay with their group. Give them enough time to do the next activity. Fill up this table. Compute for the circumference Objects Radius Diameter Circumference Pail 12 cm circular lunch box 6 cm basin 40 cm
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.	Directions: Change D for the formula of finding the circumference of a circle using the value of D given in each number. 1) D = 25 mm C = πD = π___ 2) D = 12 35 cm C = πD = π___ 3) D = 5.74 dm C = πD = π___ Directions: Change r for the formula of finding the circumference of a circle using the value of r given in each number. 4) r = 86 m C = 2πr = π___ 5) r = 3 27 km C = 2πr = π___	Group Activity: Provide each group with a problem to solve. Post their answers on the board. Directions: Read and analyze. Solve for the correct answer Group 1. A circular garden has a radius of 4.5 m. What is its circumference? Group 2. A telescope has a lens with a diameter of 102 cm. What is the distance around the lens? Group 3. A wheel has a diameter of 75 cm. How far does it roll in one complete turn?	Directions: Analyze the problem below. Justify your answer. 1. Find the error. Your friend is finding the circumference of a circle with a radius of 3 millimetres. Describe and correct the error. 2. Find the circumference of the circle described. Tell what value you used for π. Explain your choice	Margarette's bicycle wheels have a diameter of 70 cm. What is the circumference of the wheel?

H.Making generalization and abstraction about the lesson	What is the formula for the circumference of a circle?	What is the formula for deriving the circumference of a circle?	How do we find the circumference of a circle?	How do we get or find the circumference of a circle?	How do we find 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	Directions: Change D for the formula of finding the circumference of a circle using the value of D given in each number. 1) D = 13.53 km C = πD = π___ 2) D = 19 1315 m C = πD = π___ 3) D = 9 dm C = πD = π___ Directions: Change r for the formula of finding the circumference of a circle using the value of r given in each number. 4) r = 56 cm C = 2πr = π___ 5) r = 7 49 km C = 2πr = π___	Directions: Find the circumference of the circle with the following radius or diameter 1. r= 8 cm. 2. r = 12.5 cm 3. r = 24 cm 4. d = 26.7 cm 5. d = 27.25 cm	Directions: Find the circumference of the circle with the following radius or diameter. 1) r = 11 m 4) d = 16 cm C = C = 2) r = 9.5 m 5) d = 20 m C = C = 3) d = 2 cm C =	Directions: Find the circumference of the following circles whose radius/diameter is given.
J.additional activities for application or remediation	Directions: Complete the table below.	Directions: Change D for the formula of finding the circumference of a circle using the value of D given in each number. 1) D = 35 mm C = πD = π___ 2) D = 81 1920 cm C = πD = π___ 3) D = 9.27 dm C = πD = π___ Directions: Change r for the formula of finding the circumference of a circle using the value of r given in each number. 4) r = 73 m C = 2πr = π___	Directions: Complete the table below	Directions: Complete the table below.	Directions: Read and solve the problem. A telescope has a lens with a diameter of 12 cm. What is the distance around the lens?
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.	*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.	*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.	*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.	*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 ___ 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	**___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 ___ 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	**___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 ___ 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	**___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 ___ 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	**___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 ___ 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