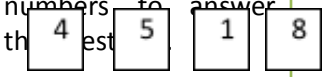
GRADE 1 to 12 DAILY LESSON LOG (Pang-araw-araw na Tala ng Pagtuturo)	School		Grade	FOUR
	Teacher		Learning Area:	MATH
	Week/Teaching Date	WEEK 5	Quarter:	THIRD
	Time		Checked by:	

I. OBJECTIVES	MONDAY DECEMBER 5, 2016	TUESDAY DECEMBER 6, 2016	WEDNESDAY DECEMBER 7, 2016	THURSDAY DECEMBER 8, 2016	FRIDAY DECEMBER 9, 2016
A. Content Standards	Demonstrates understanding of the concept of time, perimeter, area and volume				
B. Performance Objective	Applies the concept of time, perimeter, area and volume to mathematical problems and real-life situations				
C. Learning Competencies/ Objectives *(Write the LC code for each)*	Finds the elapsed time in minutes and in seconds **M4ME-IIIf-11**	Finds the elapsed time in minutes and in seconds **M4ME-IIIf-11**	Estimates the duration of time in minutes **M4ME-IIIf-12**	Estimates the duration of time in minutes **M4ME-IIIf-12**	SUMMATIVE TEST
II. CONTENT *(Subject Matter)*	Finding Elapsed Time	Finding Elapsed Time	Estimating Elapsed Time	Estimating Elapsed Time	
III. LEARNINGRESOURCES A. References					
1. Teachers Guide pages	232 – 235	232 – 235	236 – 239	236 – 239	
2. Learners Material Pages	174 – 177	174 – 177	178 – 180	178 – 180	
B. Other Learning Resources	Clock, number line	Clock, number line	Drill cards, activity sheets	Drill cards, activity sheets	
IV. PROCEDURES					

<table>
<tr>
<td>A. Reviewing past lesson or Presenting the new lesson</td>
<td>Review when to use a.m. and p.m. telling time to the minutes and converting minutes to seconds.</td>
<td>Answer and discuss the assignment.</td>
<td>Give the ff. exercises.
A. Round to the specified place value.
a. 45 980 (thousands)
b. 99 827 (ten thousands)
c. 73 495 (hundreds)
B. Use the numbers by forming 4 digit numbers to answer th  est</td>
<td>Review the process of estimating elapsed time.</td>
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<tr>
<td>B. Establishing a purpose of the new lesson</td>
<td>Show a picture of a boy playing tennis. Ask pupils to say something about the boy.</td>
<td>Divide the class into 6 groups. Let pupils answer Keep Moving A on LM, page 176</td>
<td>a. the highest number that rounds to 4000 is
b. the highest number that rounds to 9000 is
c. the lowest number that rounds to 5000 is</td>
<td>Give activity sheets to pupils to work on.
Complete the table by giving the estimated elapsed time.
<table>
<tr><th>Time started</th><th>Time ended</th><th>Estimated elapsed time</th></tr>
<tr><td>9:03</td><td>10:25</td><td></td></tr>
<tr><td>12:10</td><td>2:05</td><td></td></tr>
<tr><td>6:55</td><td>7:15</td><td></td></tr>
<tr><td>6:67</td><td>8:22</td><td></td></tr>
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<tr>
<td>C. Presenting Examples/ instances of the new lesson</td>
<td>Present this problem:
Rico and his friend started playing tennis at 8:10 a.m. and ended at 8:55 a.m. How long did they play?</td>
<td>Instruct pupils to discuss the ways they’d done in solving each item.</td>
<td>Present this situation to the class.
The ground of Castro Elementary School is planted with mangoes. Lorena and her group mates started to clean the ground at exactly 6:40</td>
<td>Let pupils present their output. Discuss the process on finding the estimated time.</td>
<td></td>
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			a.m. They finished cleaning at around 7:19a.m. About how many minutes did they finish cleaning the school ground?		
D. Discussing new concepts and practicing new skills no.1.	Ask: Who played tennis? What time did they start playing? At what time did they end playing? What does the problem ask you to find?	Discuss the presentation under **Explore and Discover,** LM page 172.	Ask: What are the girls doing? At what time did they start and finish cleaning? What is asked in the problem? How will you solve the problem? What operation will be used to find the answer?	Have pupils work on **Keep Moving** on LM page 179.	
E. Discussing new concepts and practicing new skills no.2	Group the children into 6. Ask them to work together for the answer to the problem. Then, let them display their answer and ask them to discuss it.	Have pupils work on **Keep Moving B,** LM, on page 176-177.	Let pupils work the **Performing the Activity** in TG, page 237,	Discuss the process of finding the estimated time. Use their answer in Keep Moving.	
F. Developing Mastery (Leads to Formative Assessment 3.)	Ask: How did you find the activity? How were you able to find the answer to the problem? In how many ways were you able to solve for the answer?	Call 1 pupil to read a poem. Instruct the pupils to record the start and end time. Let them find the elapsed time.	Process the activity done by the pupils by asking questions.	Divide the class into 6 groups. Let each group create a problem on estimating elapsed time then, exchange it with another group.	
G. Finding practical application of concepts and skills in daily living	Discuss with the pupils the different ways they were able to solve the problem. Introduce the term “elapsed time” as the amount or length of time spent for an event.	Let pupils answer **Apply Your Skills**, LM page 177.	Discuss **Explore and Discover** in LM, page 178.	Let the pupils do the activity under **Apply your Skills** on page 179 – 180, LM Math 4.	

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<tr><td>H. Making Generalization and abstraction about the lesson</td><td>What are the several ways of finding elapsed time?</td><td>What is elapsed time?
How do you find elapsed time?</td><td>Lead the pupils to give the generalization by asking:
How do we estimate the elapsed time in minutes?</td><td>Ask: How do we estimate the elapsed time in minutes?</td><td></td></tr>
<tr><td>I. Evaluating learning</td><td>Let pupils work on A items 1,2 and 3 and B under Get Moving, LM page 175.</td><td>Complete the table by filling in the elapsed time.<table><tr><th>Start time</th><th>End Time</th><th>Elapsed Time</th></tr><tr><td>3:10</td><td>3:40</td><td></td></tr><tr><td>5:30</td><td>5:57</td><td></td></tr><tr><td>5:45</td><td>6:29</td><td></td></tr><tr><td>7:05</td><td>7:58</td><td></td></tr><tr><td>3:02</td><td>3:45</td><td></td></tr></table></td><td>Let them answer Get Moving on page 178 of LM.</td><td>Give the Assessment on page 239, TG Math 4.</td><td></td></tr>
<tr><td>J. Additional activities for application and remediation</td><td>Read and solve the problem.
Mother started cooking lunch at 10:25 and ended at 11:43. How long did it take her to finish cooking lunch?</td><td>Give the Home Activity on TG, page 235.</td><td></td><td>Give the Home Activity on page 239 of TG Math 4.</td><td></td></tr>
<tr><td>V. REMARKS</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>VI. REFLECTION</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>A. No. of learner who earned 80%</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>B .No. of learner who scored below 80% (needs remediation)</td><td></td><td></td><td></td><td></td><td></td></tr>
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C. No. of learners who have caught up with the lesson					
D. No of learner who continue to require remediation					
E. Which of my teaching strategies work well? Why?					
F. What difficulties did I encounter which my principal /supervisor can help me sove?					
G. What innovation or localized materials did I use/discover which I wish to share w/other teacher?					