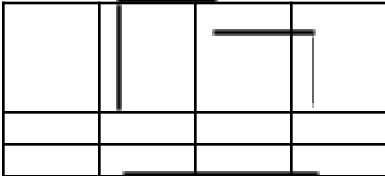
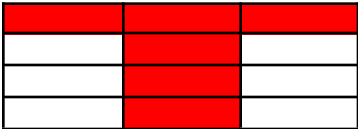
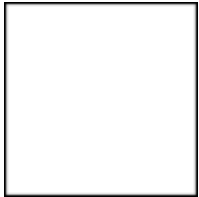
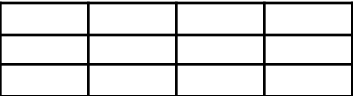
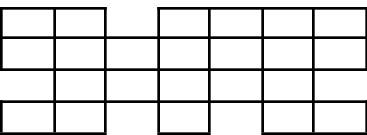
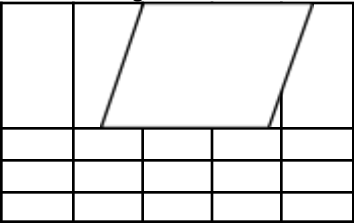
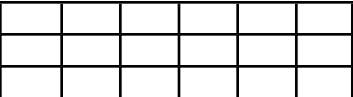
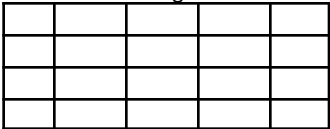
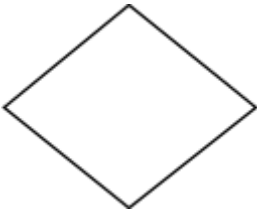
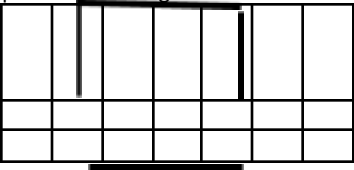
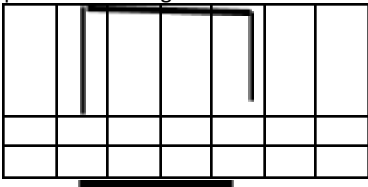
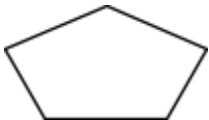
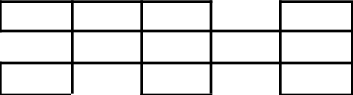
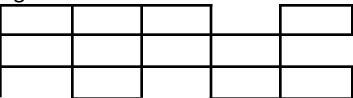
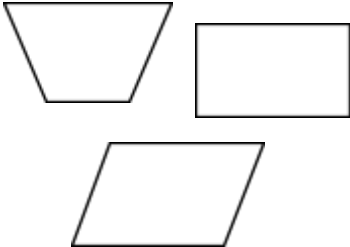
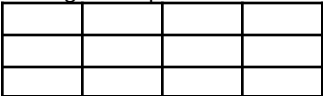
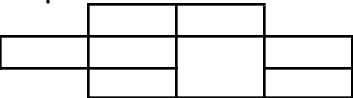
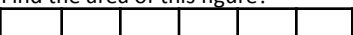
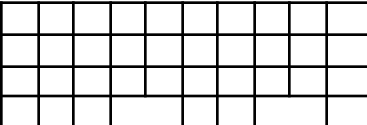
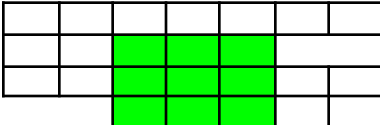


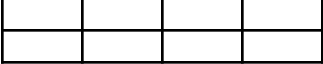
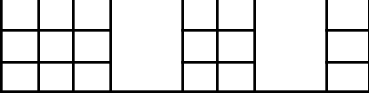
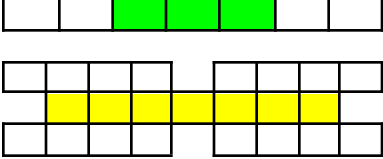
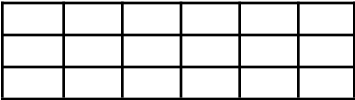
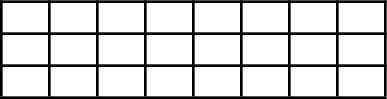
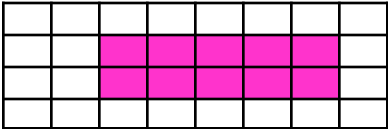


GRADES 1 to 12
DAILY LESSON LOG

School:	Visit DepEdResources.com for More	Grade Level:	IV
Teacher:	File created by Sir BIENVINIDO C. CRUZ JR	Learning Area:	MATHEMATICS
Teaching Dates and Time:	APRIL 1 – 5, 2024 (WEEK 1)	Quarter:	4 th QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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.	Finds the area of irregular figures made up of squares and rectangles using sq.cm and sq. m			M4ME-IVa-55	Estimates the area of irregular plane figures made up of squares and rectangles
					M4ME-IVa-56
II. CONTENT					
III. LEARNING RESOURCES					
A. References					
1. Teacher’s Guide pages	TG pp. 260 - 264	TG PP 260 -264	TG PP. 260 - 264	TG PP. 265 - 268	TG PP. 265- 268
2. Learner’s Material pages	LM pp. 196 - 198	LM pp. 196-198	LM pp. 196-198	LM pp 199 - 201	LM pp. 199 - 201
3. Textbook pages					
4. Additional Material from Learning Resource (LR) Portal					
B. Other Learning Resources					
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson.	Have the basic multiplication facts using the activity sheet	Distribute irregular figures to pupils. Let the pupils find the area of those irregular figures.	Distribute cutouts again of squares and rectangles. Let the pupils find the area of the figures orally.	Divide the class into 4 teams. Have each team member take turns in answering a basic multiplication fact the teacher will flash.	 The drawing above is an example of irregular figure. Study how the areas are estimated. 1 sq cm = 1 cm2
B. Establishing a purpose for the lesson	Recall the way of finding the area of square and rectangle	Explain to them how to find the area of irregular figures. We can use the formula $A= l \times w$ in finding the area of a rectangle and $s \times s$ for the square.	Use the real objects in the classroom then find its area. Use the formula length x width for rectangles and side x side for squares. $A= l \times w$ $A=s \times s$	Using worksheets, review how to find the area of a irregular figure that can be divided into rectangles and squares. Provide figures other than those in the worksheets. Area: 	Let the pupils use the grid paper in estimating the area of an irregular figure. This is done by tracing the figure on a grid paper. Let the pupils count the number of the whole square that are completely within the figure. This is the inner measure. Then, count the number of whole squares that are partly in the figure. Add this number to the inner measure to get the outer measure. The estimate of the

					area is the average of the inner measure and the outer measure.
C. Presenting Examples/ instances of the new lesson	Show figures or cut outs of square and rectangle. Identify the parts such as length and width and the sides 10cm side 	Show cut outs and find the area.  How many square units did you find in the figure? How many square units is the length? Width? Count them all.	 What is the area of this figure? What is the length? Width? Sides?	Present the figure.  Allow the pupils to share their ideas on how they can find the answer. Emphasize that they will learn to estimate the area of figure. Let the teacher show the lesson on Explore and Discover on LM pp. 199 - 200	Present an example. Let the pupils also know that another way is enclosing the irregular figure with a square or rectangle. Compute the area of the figure that encloses the irregular figure. Then, subtract the square units outside the irregular figure from the computed area. The result is the estimated area of the irregular figure.
D. Discussing new concepts and practicing new skills #1	Show the following irregular figures. Ask: How do we find the area of a square? Rectangle? How do you express area measure? Let the pupils do Explore and Discover on LM pp. 196. Discuss about it.	 In the figure below, how do we count the square units? What about the length? Width? 	Explain again to pupils how to get the area of the irregular figure. 10m 	How were you able to estimate the area of the figure? In how many different ways were you able to estimate the area? Were you able to use any of your previous learnings? Which one? 	How were you able to estimate the area of the figure? In how many different ways were you able to estimate the area? Were you able to use any of your previous learnings? Which one? 
E. Discussing new concepts and practicing new skills #2	Guided Practice Let the pupils do the Get Moving on LM p. 197 	Guided Practice  How many square units does the figure have?  How many square units?	Guided Practice By group 	Guided Practice Estimate the area of the following figures in square units. LM p. 200 Get Moving 1 – 4	Guided Practice Estimate the area of the following figures in square units. LM p. 200 Get Moving 1 – 4 Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more
F. Developing mastery (Leads to Formative Assessment 3)	Independent Practice Let the pupils answer Keep Moving on LM p. 198 	Independent Practice  Find the area of this figure? 	Independent Practice Do these. 	Independent Practice Estimate the area:  Is equal to 1 sq cm Answer Keep Moving on LM p. 201 1 - 5	Independent Practice Estimate the area. 

	 How many square units?	 Find the are of this irregular figure.			
G. Finding practical applications of concepts and skills in daily living	Let the pupils answer the Apply Your Skills on LM p. 198 (1 – 3)	Let the pupils answer the Apply Your Skills on LM p. 198 (1 – 3)	Let the pupils answer the Apply Your Skills on LM p. 198 (1 – 3)	Let the pupils answer Apply Your Skills on LM p. 201	Let the pupils answer Apply Your Skills on LM p. 201
H. Making generalizations and abstractions about the lesson	To find the area of irregular shape that is made up of squares and rectangles: 1.Divide or cut the figure into squares and rectangles 2.Find the area of each square or rectangle made 3.Add the measures of the squares and/or rectangles made to find the area of irregular figure 4.Express the area in sq cm (cm²) or sq.m (m²)	To find the area of irregular shape that is made up of squares and rectangles: 1.Divide or cut the figure into squares and rectangles 2.Find the area of each square or rectangle made 3.Add the measures of the squares and/or rectangles made to find the area of irregular figure 4.Express the area in sq cm (cm²) or sq.m (m²)	To find the area of irregular shape that is made up of squares and rectangles: 1.Divide or cut the figure into squares and rectangles 2.Find the area of each square or rectangle made 3.Add the measures of the squares and/or rectangles made to find the area of irregular figure 4.Express the area in sq cm (cm²) or sq.m (m²)	There are different ways of estimating the area of an irregular figure. If the irregular figure is: *made up of rectangles and squares, add the areas of the rectangles and the squares. *not easily broken into rectangles and squares, trace the figure on a grid paper. Then, count the number of whole squares that are completely within the figure. This is the inner measure. Count the number of whole squares that are partly in the figure. Add this number to the inner measure to get the outer measure. The estimate of the area is the sum of the inner and the outer measure.	There are different ways of estimating the area of an irregular figure. If the irregular figure is: *made up of rectangles and squares, add the areas of the rectangles and the squares. *not easily broken into rectangles and squares, trace the figure on a grid paper. Then, count the number of whole squares that are completely within the figure. This is the inner measure. Count the number of whole squares that are partly in the figure. Add this number to the inner measure to get the outer measure. The estimate of the area is the sum of the inner and the outer measure.
I. Evaluating learning	Directions: Find the area of each figure. TG pp. 264 Assessment 1 - 3	Directions: Find the area of the figure using the formula. 	Directions: Find the area of the figure. 	Directions: Look at the drawing on TG p. 268. That is the scaled drawing for the floor of Mr. Balmes' living room where 1 cm stands for 1m. He is planning to cover the entire living room floor with linoleum sheet. If he pays Ph75 per square meter, what is the total cost of the linoleum used?	Directions: Estimate the area of the colored part and the clear part of the figures. 
J. Additional activities for application or remediation					

V.REMARKS					
VI.REFLECTION					

No. of learners who earned 80% in the evaluation	___ 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
No. of learners who require additional activities for remediation who scored below 80%	___ 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
Did the remedial lessons work? No. of learners who have caught up with 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	___ Yes ___ No ___ of Learners who caught up the lesson
No. 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	___ of Learners who continue to require remediation
Which of my teaching strategies worked well? Why did these work?	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks
What difficulties did I encounter which my principal or supervisor can help me solve?	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works ___ Reading Readiness ___ Lack of Interest of pupils	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works ___ Reading Readiness ___ Lack of Interest of pupils	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works ___ Reading Readiness ___ Lack of Interest of pupils	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works ___ Reading Readiness ___ Lack of Interest of pupils	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works ___ Reading Readiness ___ Lack of Interest of pupils
What innovation or localized materials did I use/discover which I wish to share with other teachers?	<i>Planned Innovations:</i> ___ Localized Videos ___ Making use big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition ___ Flashcards ___ Pictures	<i>Planned Innovations:</i> ___ Localized Videos ___ Making use big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition ___ Flashcards ___ Pictures	<i>Planned Innovations:</i> ___ Localized Videos ___ Making use big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition ___ Flashcards ___ Pictures	<i>Planned Innovations:</i> ___ Localized Videos ___ Making use big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition ___ Flashcards ___ Pictures	<i>Planned Innovations:</i> ___ Localized Videos ___ Making use big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition ___ Flashcards ___ Pictures

