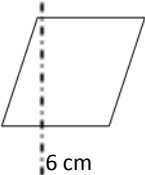
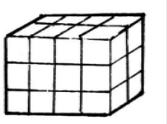
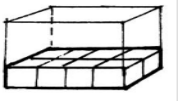


 GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	V
	Teacher:	File created by Ma'am EDNALYN D. MACARAIG	Learning Area:	MATHEMATICS
	Teaching Dates and Time:	APRIL 15 – 19, 2024 (WEEK 3)	Quarter:	4 TH QUARTER

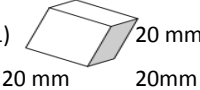
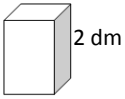
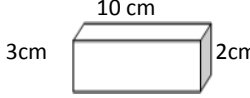
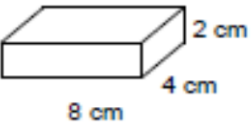
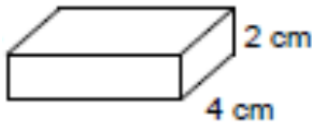
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	demonstrates understanding of area, volume and temperature.				
B. Performance Standards	is able to apply knowledge of area, volume and temperature in mathematical problems and real-life situations.				
C. Learning Competencies/Objectives Write the LC code for each	a.Visualize the Volume of a Cube and Rectangular Prism - M5ME-IVc-77 /Page 64 of 109	.Name the unit of measure for measuring the volume of cube and rectangular prism. b.Write the value of measuring accurately - M5ME-IVc-78/ Page 64 of 109		a.Derive a formula for finding the volume of a cube and a rectangular prism using cubic centimeter and meter. b.Appreciation of application of volume in daily life situations. M5ME-IVc-79	
II. CONTENT	Visualizes the Volume of a Cube and Rectangular Prism	Names the Appropriate Unit of Measure Used for Measuring the Volume of a Cube and a Rectangular Prism.		Derives the Formula in Finding the Volume of a Cube and A Rectangular Prism Using Cubic Centimeter and Cubic Meter	
III. LEARNING RESOURCES					
A. References					
1. Teacher’s Guide pages	K to 12 Grade 5 Curriculum	K to 12 Grade 5 Curriculum		K to 12 Grade 5 Curriculum	
2. Learner’s Material pages	TM Math Grade 4 pages 298 - 307	LM Math Grade 5 pages 1 to 3			
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal		https://en.wikipedia.org/wiki/Volume			
B. Other Learning Resources	cubes (big and small), rectangular prism, ruler, flash cards, marbles, worksheet, 1 transparent rectangular container	flash cards (mm, cm, dm, m, etc.), real objects, pictures		flash cards containing questions on finding area of parallelogram (square, rectangle, rhombus, parallelogram)	
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	1.Drill Have a drill on the multiplication facts using the activity sheets. 1) 5 x 5 2) 9 x 11 3) 10 x 12 4) 4 x 4 5) 6 x 8 6) 7 x 7 7) 11 x 11 8) 9 x 12 9) 8 x 5 10) 4 x 12 2.Review	1.Drill Drill on Choosing the Appropriate Unit of Measure Game: “Korek Ka Ba Dyan?” Materials: flash cards (mm, cm, dm, m, etc.), real objects, pictures Mechanics: a. Pupils will be grouped into 4. Each group will have flashcards (mm, cm, m, etc.) b. Teacher will ask, “What unit of measure will you use?” Ex.: Teacher will show a pencil. c. Pupils in the group will flash their answer. (Ex. cm) d. Teacher announces the correct answer. Repeat the process. Teacher will show another object or picture. e. Group with the most number of correct answers is the winner. 2.Review		1.Drill Mental computation/drill on finding the area or missing side of a parallelogram Materials: flash cards containing questions on finding area of parallelogram (square, rectangle, rhombus, parallelogram) Finding the missing side on the given area Mechanics: a. Divide the class into 3 groups. Have members of the group count off. Pupils remember their #s in the team. b. Teacher shows card to pupils for 10 seconds or depending on the level of difficulty of questions.	

	Have a review on the meaning of volume. Volume is the amount of space occupied by any quantity.	What is difference between cube and rectangular prism? What are the dimensions of cube and rectangular prism?	1)  A = ? 4 cm 3)  2)  L? 8cm 4) Rectangle: Width 2 cm, Area 10 cm² L = ? 5) Square A = 1 unit², S = ? c. Teacher calls out a number randomly. The three pupils having that number stand up and call out the answer with correct units. The pupil who gives the correct answer first gets the point for the team. d. Teacher may do drawings first before shifting to pure numerical problems. Teacher may also include finding area of trapezoids making sure that the dimensions can be solved mentally. 2.Review Memory Game Materials: pocket chart, flash cards Mechanics: a. Teacher prepares flash cards with figure and dimensions on a set of cards and the corresponding area of the figure on another set of cards. Teacher then place the shuffled cards into pocket chart slots. At the back of each card, label them with letters. Ex. front back b. Divide class into 3 groups. c. Have a member of group 1 choose 2 letters corresponding to 2 cards. Teacher turns over the cards. If the cards match (figure and its area), then the team gets the point and the cards taken out of the pocket chart. If the cards do not match, then the cards are turned over again in the same place/position in the pocket chart. d. Have a member of group 2 call out another pair of cards. Continue the game until all the cards have been used up. Team with the most number of points wins.
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			e. Teacher may divide set of cards into a) finding area of parallelograms and trapezoid making sure that the dimensions given are manageable by the pupils, or b) finding the missing side/dimension given the area.
B. Establishing a purpose for the lesson	3.Motivation Show a transparent cube and rectangular prism filled with marbles. Ask pupils to guess the number of marbles inside the cube and rectangular prism. Let a volunteer count the marbles to find out the answer. Elicit from them how they can make a good guess of the total number of marbles. Instill the value of patience and orderliness. Relate this to the concept of volume.	3.Motivation Richard has a rectangular box with sand inside. He wants to know the amount of space the sand occupied. He wants to know also what unit of measure he will use. Elicit the value of accuracy. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	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.
C. Presenting examples/instances of the new lesson	Tell the class that the number of small cubes that make up the Rubik's cube is its volume.	1.Presentation A.Present a rectangular box with sand inside.	Let a pupil fill a rectangular box with cubes. For purposes of having exact measurements and no half-cubes, it is ideal that teacher prepares boxes/ rectangular prisms that have corresponding measurements as the cubes that are going to be used in the activity.
D. Discussing new concepts and practicing new skills #1	. Activity – Group Work Materials: worksheet, 1 transparent rectangular container, small cubes Procedure: Fill the container with small cubes until its upper portion. Example  Guide Questions: 1) What kind of solid figure is the container? 2) How many cubes did you put inside the rectangular container? 3) How can you find the number of cubes in the container without counting them all? a) Count the cubes in one layer.  Example 4 x 2 = 8 cubes b) Count the layers. Ex.: 3 layers c) How many cubes in all? 8 x 3 = 24 cubes	Ask the following questions: a. How can we be able to measure the capacity of the box? b. What will you use? What do you think are we looking for? c. What unit of measure will you use? The volume of a solid is the amount of space the solid occupies. Volume is measured in cubic units. One way to find the volume of a rectangular prism is to multiply the 3 dimensions: Volume = length x width x height Ask the pupils to measure the 3 dimensions of some objects inside the room using cm³ and m³. 1 liter = 1 dm³ B.Teacher shows a cube (box) filled with blocks 2 cm on each side. Ask a pupil to get one block and describe it. What can you say about the block? What are the dimensions? A cube is a special type of rectangular prism having equal edges. Empty the box then let the pupils fill the box with the number of cubes. The total number of cubes that will fill the box represents the volume of the box. When finding volume, the units of volume are cubic units. What are the units of volume? (cubic millimeters – mm³, cubic centimeters – cm³, cubic decimeter – dm³, cubic meters – m³, etc.)	Ask the pupils the following questions: a. How many cubes did it take to fill the prism? How many cubic units is the length? The width? The height? b. What similar situations require you to fill up a solid such as the rectangular prism? c. Define these situations as finding the volume of solids. Define volume as the number of cubic units (unit cubes) used to fill up a space. Use correct unit of measure. d. Using this definition, ask the pupils the volume of the rectangular prism. e. Ask: Without actually counting the number of unit cubes in the solid how can you find its volume? What formula can we use to find the number of cubic units in it or the volume of the rectangular prism? f. Elicit from the pupils that → To find the volume of an object means to find the number of cubic units it contains or holds g. Lead them to state the formula for the volume of a rectangular prism as $V = l \times w \times h$. h. Define volume as the number of unit cubes in the solid figure. Mention the correct label (cubic units). i. Using this definition, ask the pupils the volume of the cube. j. Ask: Without actually counting the number of unit cubes, how can you find the volume of the cube? What formula can we use to find the number of cubic units in it? k. Try to elicit from the pupils that to find the volume of a cube, the length of its side is multiplied by itself three times. l. Lead them to state the formula for the volume of a cube as

	4) When we get the total number of cubes that the container has, what have we looked for? (Answer: Volume) 5) What kind of polygon is the base of the container? What are its dimensions? 6) How many cubes fit the length? the width? 7) What other dimension does the rectangular container have? How many cubes fit the height? 8) Can you give the volume of the rectangular prism by just using the dimensions (length, width, height)? How? (Note: Teacher must tell the pupils that by multiplying the length x width x height will give the volume thus, Volume = L x W x H))		$V = S \times S \times S$ or $V = S^3$ m. Let pupils apply the rule by actually measuring and finding the volume of some rectangular prisms and cube inside the room. n. Present situations like how much water does it take to fill the aquarium, how far does it take to run around the park, etc. and distinguish perimeter/ circumference from area and volume. Elicit similar applications of volume in daily life situations.
E. Discussing new concepts and practicing new skills #2	Group the pupils into 4 working teams and have them perform the task. Activity 1. They need small cubes, big cubes and rectangular prism. Refer to LM  If each is a cubic unit, how many cubic units are in the figures? How many cubic units are there in one row? How many cubic units are there in one layer? How many layers are there? What have you notice in the number of layers and rows of cube and prism? What can you say about the number of layers and rows of a cube? What have you notice in the length, width and height of a cube? What can you say about the number of layers and rows of a prism? What have you notice in the length, width and height of a prism? a. Have pupils count the number of cubes in the figures.	2. Performing the Activities Group the class into four. Let them perform the give activity. Give the appropriate unit of measure to be used in finding the volume of (Select from the given choices: mm³, cm³, dm³, m³) : a) room _____ b) shoe box _____ c) globe _____ d) refrigerator _____ e) ice cream cone _____ f) baseball _____	2. Performing the Activities Group the pupils into 4 working teams and have them perform the task. Find the Volume write the Given, Formula and Answer Refer to LM

	b. Define volume as the number of unit cubes in the solid figure. Mention the correct label (cubic units) c. Have them imagine filling up the classroom with such cubes. Then we find the volume of the classroom. Elicit similar application of volume in daily situations. =		
F. Developing mastery (Leads to Formative Assessment 3)	3. Processing the Activities Ask the groups to present and discuss their answers on the board. Expected answer: • Cube is a solid whose length, width and height are equal. • Rectangular prism whose length, width and height are not equal	3. Processing the Activities Ask the groups to present and discuss their answers on the board. Expected answer: a) room m³ b) shoe box cm³ c) globe cm³ d) refrigerator dm³ e) ice cream cone cm³ f) dice mm³ Discuss the presentation on Explore and Discover of page 1 of LM Math Grade 5. Ask pupils to work on exercises A under Get Moving on pages 1 LM Math Grade 5. Check the pupils' answers. For mastery, have them answer the exercises A under Keep Moving on page 2 of LM Math Grade 5. Check on the pupils' answers.	3. Processing the Activities Ask the groups to present and discuss their answers on the board. Expected answer: - Given: L = 6 cm W = 10 cm H = 12 cm Answer : V = 23 100 cm³ - Given: L = 25 cm W = 3 cm H = 7 cm Answer : V = 525 cm³ - Given: S = 9 cm Answer : V = 729 m³ - Given: S = 6 m Answer : V = 324 m³
G. Finding practical applications of concepts and skills in daily living	6. Applying to New and Other Situations Have the pupils do the exercises under Apply Your Skills on page 3 LM Math	5. Applying to New and Other Situations Give the cubic unit of measure used in the following problems. - A piece of soap is 9 cm by 4 cm by 3 cm. - An aquarium is 0.8 m long, 0.4 m wide, and 0.45 dm deep. - An iron bar 2 m long and 0.05 m in diameter. - An ice cream cone 2 cm in radius and 6 cm in height.	6. Applying to New and Other Situations Find the volume of the following figures Refer to LM
H. Making generalizations and abstractions about the lesson	Summarize the lesson by asking: How can we visualize the volume of cube and rectangular prism? Lead the pupils to give the generalization • Volume is the amount space a solid figure occupies. • We can visualize volume of cube and rectangular prism a. using more units to fill the container (like the used of marbles, pebbles, rice grains, seed, etc) this is what we called non-standard units. Non standard units do not give consistent and accurate measure of the volume of a container. b. Using standard units, to find the volume o a space figure, count the	4. Summarizing the Lesson Summarize the lesson by asking: What do you call the capacity of things or the total space within a 3-dimensional figure? What unit of measure will you use in measuring volume? • Volume is the amount of space occupied by a space figure. • Volume measured in cubic units, such as cubic centimeter (cm³) cubic meter (m³) cubic millimeter (mm³) cubic decimeter (dm³)	Summarize the lesson by asking: How can you find the volume of a cube and a rectangular prism? • The formula in finding the Volume of a cube is; Volume = side x side x side or V = S x S x S or V = S³ • In rectangular prism we need L = Length, W = Width and H = Height, the formula in finding the Volume of a rectangular prism is; Volume = Length x Width x Height V = L x W x H • Volume is measured in cubic units, such as cubic centimeters (cm³), cubic meters (m³), and millimeters (mm³)

	number of cubic units needed to fill the space. Standard units are consistent and accurate.		
I. Evaluating learning	C.Assessment Ask the pupils to find the volume of each figure by counting the cubes. Refer to Lm	C.Assessment A. Write the cubic unit of measure used. 1)  20 mm 2)  2 dm 3)  10 cm B.Use cm³, m³, dm³ to tell which cubic unit of measure is appropriate to be used. a) box of chocolate b) tent c) glass d) gymnasium e) math book	B.Assessment Find the volume of these solid figures  2 cm  2 cm  3 cm  15 cm
J. Additional activities for application or remediation	Find the volume. Refer to Lm	Give the cubic unit of measure for finding the volume of the following:	Draw the figure with their measurements and find their volume.
		a) a box 44 cm by 9 cm by 6 cm b) a room 4m by 5m by 6 m c) a cabinet 1.2 m by 0.9 m by 0.5 m d) a ball with radius 10 cm e) a cylindrical tank 25 dm long and radius 8 dm	1. L = 9 m W = 4 m H = 3 m 2. L = 10 m W = 7 m H = 15 m 3. L = 14 m W = 10 m H = 9 m 4. S = 12 cm 5. S = 7 cm
V. REMARKS			
VI. 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?					