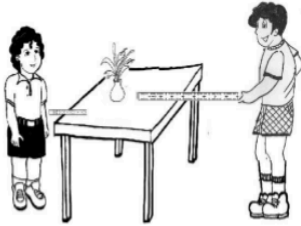


 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	III
	Teacher:		Learning Area:	MATH
	Teaching Dates and Time:	WEEK 2	Quarter:	4TH Quarter

	Monday	Tuesday	Wednesday	Thursday	Friday
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I. OBJECTIVES					
A . Content Standard	Demonstrates understanding of conversion of time, linear, mass and capacity measures and area of square and rectangle.	Demonstrates understanding of conversion of time, linear, mass and capacity measures and area of square and rectangle.	Demonstrates understanding of conversion of time, linear, mass and capacity measures and area of square and rectangle.	Demonstrates understanding of conversion of time, linear, mass and capacity measures and area of square and rectangle.	Demonstrates understanding of conversion of time, linear, mass and capacity measures and area of square and rectangle.
B . Performance Standard	Apply knowledge of conversion of time, linear, mass and capacity measures and area of rectangle and square in mathematical problems and real-life situations..	Apply knowledge of conversion of time, linear, mass and capacity measures and area of rectangle and square in mathematical problems and real-life situations.	Apply knowledge of conversion of time, linear, mass and capacity measures and area of rectangle and square in mathematical problems and real-life situations.	Apply knowledge of conversion of time, linear, mass and capacity measures and area of rectangle and square in mathematical problems and real-life situations	Apply knowledge of conversion of time, linear, mass and capacity measures and area of rectangle and square in mathematical problems and real-life situations
C. Learning Competencies/ Objectives (Write LC code for each)	Visualizes, and represents, and solves problems involving conversion of time measure. M3ME-IVb-10	Visualizes, and represents, and converts common units of measure from larger to smaller unit and vice versa: meter and centimeter M3ME-IVb-39	Visualizes, and represents, and converts common units of measure from larger to smaller unit and vice versa: kilogram and gram M3ME-IVb-39	Visualizes, and represents, and converts common units of measure from larger to smaller unit and vice versa: liter and milliliter M3ME-IVb-39	The pupils are expected to get 75% mastery level in the weekly tests.
II. CONTENT	Measurement Problems involving Conversion of Time Measure	Measurement Converting Common Units of Linear Measure	Measurement Converting Common Units of Mass Measure	Measurement Converting Common Units of Capacity Measure	WEEKLY TEST
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages	343-346	346-350	351-354	354-357	
2. Learner's Materials pages	259-263	263-266	267-270	271-274	
3. Textbook pages	Mathematics for Everyday Life Grade 4. 2000. pp. 166-167*				
4. Additional Materials from Learning Resources (LR) portal					
B. Other Learning Resources	Calendar, charts, show-me-board, flashcards	Meter stick/tape measure/ruler with centimeter,	Weighing scale, real objects, pictures, illustrations	Activity cards, empty plastic bottles of different capacities	Test question

		realia/objects to be measured, activity sheets, “Show Me” board			
IV. PROCEDURE					
A.Reviewing previous lesson or presenting the new lesson	Let the pupils find the missing Let the pupils answer the following questions mentally. 1. How many days are there in June and July? 2. How many days are there in August? 3. The cold months are December and January. How many days are the cold months? 4. Summer vacation is in April and May. How many days is the summer vacation?	Have an activity on measuring the following using ruler or tape measure or meter stick ,length of the notebook, pencil, blackboard, length or width of the classroom.	Show the following pictures and let pupils give the reading shown on the weighing scale. 	Use flash cards. Instruct the pupils to use mental math in finding the product/quotient. a. $10 \times 1\,000$ b. $3\,000 \times 50$ c. $12 \times 2\,000$ d. $3\,000 \div 2$ e. $1\,000 \div 50$	A. Preparation
B. Establishing a purpose for the lesson	Let pupils choose the most sensible answers. a. Amor slept for 2 (seconds, hours, days). b. Allan takes 15 (seconds, hours, minutes) to take a bath. c. Miles can wink her eye in a (minute, hour, second). d. Abigail can solve a math problem in 2 (minutes, seconds, hours).	If you are to measure the lenth of the teachers table, how long will that be? Whose measurement is correct? Why?	Let the pupils sing “Bahay Kubo.” Ask: What vegetables are mentioned in the song? Do you eat vegetables? Which vegetable mentioned in the song do you eat? Why do we need to eat vegetables?	Show a picture of flooded place with pastic bottles, cups, can, etc. floating.	B. Giving of Direction

C. Presenting attempts instances of the new lesson	Present this problem. Idi Sabado, ni Nina ket timmulong ken nanang na a naglaba iti arwatan da. Nagrugi da a naglaba iti oras 7:30 ti bigat ket nalpas da iti oras 10:30 ti bigat. Mano oras da a naglaba? Mano a minuto? 	Present the situation to the class. Rinukod da Mark ken Rizza ti kaatiddog ti lamisaan ti maestra da. Nakita ni Mark nga atatiddog ti 1 metro, ngem kuna ni Rizza atatiddog ti 100 cm. Asinno kadakuada ti husto Apay ? 	Which is heavier, a kilo of guavas or 1 000 grams of eggplant? Do you know? What instrument will you use to determine the mass of an object? weighing scale (if available use the weighing scale used in the canteen, feeding or science laboratory). pupils' attention to the lines shown in the weighing scale. Let them identify the smaller lines that represent grams (it can be 10 g, 100 g depending upon the weighing scale used). Let the pupils skip count the smaller lines that represent the gram until they reach 1 kilogram (e.g. 10, 20, and so on or 50, 100, 150, and so on.)Ask: How many grams are there in one kilogram? should realize that 1000 grams is equal to 1 kilogram. pupil to weigh the eggplants and call another pupil to read its mass by grams and then by kilograms. Do the same with the guavas. Which is heavier, a kilo of guavas or 1 000 grams of eggplant? Why?	Importante nga uminom tayo ti 8 a baso ti danum iti ordinario nga aldaw. Ngem no gumatang tau ti bottled mineral water wenno juice, ken ti sabali a brand, ania ti sabali a banag a kayat mo a makita iti labelna Mano a litro ti danum iti mainom mo ti kada aldaw Kasano kaadu dayta ti milimetro? 	C. Giving of test paper			
D. Discussing new concepts and practicing new skills #1	Let pupils do Activity 1 by groups. Discuss the problems one at a time. Let pupils show their solutions and answers per question	Divide the class in four groups. Provide the materials and let them do the activity.	Bring out some vegetables and fruits and let the pupils identify each. e.g. 4 kg of squash, 2 kg of eggplants, 1 kg of chico, 3kg of bananas Call a pupil to weigh each bag of vegetables and fruits in kilogram and in grams. Let them fill the table as shown. <table><tr><td>Fruits/Vegetables</td><td>Weight</td><td>Weight in Grams</td></tr></table>	Fruits/Vegetables	Weight	Weight in Grams	Group the pupils and give each group the materials and activity card. Let them report their output.	D. reading directions of the test
Fruits/Vegetables	Weight	Weight in Grams						

		3. Which is longer? 600 centimeters or 3 meters?			
G. Finding practical application of concepts and skills in daily living	Answer Activity 3 in triads. Discuss their solutions and answers afterwards.	a. Divide the class into 5 groups. Provide about 3 meters long of yarn and meter stick or tape measure or ruler to each group. Ask 1 or 2 groups to cut and show the following measures; e.g. 1 ½ m, 110 cm. Let them convert these measures to m or cm. b. Let the pupils do Activities 1 and 2 in the LM.	Let the pupils do Activity 4 in the LM	Let the pupils do Activity 2 in the LM by pairs.	G. recording of scores
H. Making generalization and abstractions about the lesson	How do we solve problems involving converting time measure? How do we solve problems involving conversion of time, identify the given time measure and to which time measure it should be converted. Know the different conversion formula and how they are used. e.g. To convert minutes to seconds, multiply the numbers of minutes by 60. To convert hours to minutes, multiply the numbers of hours by 60. How do we convert months to year, divide the number of months by 12. 6	How is meter converted to centimeter? centimeter to meter?" 📏 To convert meter to centimeter, multiply the number of meters by 100. 📏 To convert centimeter to meter, divide the number of centimeters by 100	Ask: How do you convert kilogram to gram? gram to kilogram? To convert kilogram to gram multiply the number of kilogram by 1 000. To convert gram to kilogram divide the number of gram by 1 000	How do you convert liter to milliliter? milliliter to liter? To convert liter to milliliter multiply the number of liter by 1000. To convert milliliter to liter divide the number of milliliters by 1000.	
I. Evaluating Learning	Ipamuspusan dagiti sumaganad a problema. 1) Ni John ket 9 a tawen na. Mano a bulan ti tawen na lawas 2) Ti barko ket agbibiyahe iti uneg ti 60 nga oras. Mano nga aldaw nga agbibiyahe ti barko 3) Kalpasan a mangrabii da Tita Yoly ken dagiti annak na ket agbuya da ti television. Mangrugi da agbuya ti 7:30 ti rabii agpatingga da 7:45 ti rabii.	Sungbatan dagiti sumaganad a saludsod. 1) Pilien ti husto a sungbat: 1 m + 2 m is (less than, greater than, equal to) 30 m 2) Mano a metro ti 23 000 sentimetro 3) Ti flag pole ket 600 sentimetro ti katayag na. Kasano ti katayag ti flag pole metro? 4) Nagna ni Roxy ti 800 cm ket ni Suzanne nagna met ti 9 m iti ipapan da ti pagadalan. Asinno	Sungbatan dagiti sumaganad. 1) 3 000 g = _____ kg 2) 11 kilogramo = _____ gramo 3) Mano a gramo iti adda ti 100 kg? 4) Nagkiloak ti 33 kilogramo. Mano pay a gramo ti masapulko tapno agbalin a 35 kilogramo? 5) Adda 500 a gramo ti manok , 1 250 gramo a karne ti baka ken 750 gramo ti ikan iti uneg ti refrigerator. Mano nga kilogramo ti karne ken ikan ti adda?	Sungbatan dagiti sumaganad. 1.) Keddengam no ania ti gatangem tapno maka-save ka ti kuarta. Mano iti mai-save mo Importante kadi ti agurnong ti kuarta Apay?	

	Mano nga oras ti panagbuya da ti television Mano nga minuto 4) Nagpaot ti maysa a programa iti uneg ti 1 oras ken 30 minuto. Mano a segundo ti kapaot ti programa	kadakuada iti ad-adayo ti pinagna na. Mano ti nagadayuan da?		PHP150  1 Liter 3 for PHP240  500 mL 500 mL 500 mL 2) Imbaon na ka niNanang mo a gumatang ti 3 a litro ti gatas idia y groseria. Naka-botelya a gatas a 500 mL laengen ti adda iti groseria Ania ti aramidem? 3) No ti maysa a botelya ket PHP 80.00 ti gatad na, mano ti gatad na ti 6 a botelya Mano ti suplina no ikkan na ti kahera ti P P500?													
J. Additional activities for application and remediation	Ipamuspusan dagiti sumaganad a problema. 1.)Dinalusan ni Trisha ti siled na iti uneg ti 20 minuto. Mano a segundo ti kabayag na a nangdalous ti siled na? 2) Lima a lawas pay sakbay a mangrugi ti school year. Mano pay nga aldaw ti panaguray ni Elmer ti panaglukat ti pagadalan? 3) Aggigian ni Julie iti lugar ti apong na iti 7 a tawenen tatta. Mano a bulan nga aggigian ni Julie iti apong na Mano a lawasen?	Rukoden ti kaatiddog dagiti sumaganad a bambanag a masarakan ti pagtaengan yo. Irekord ti kaatiddog na ti metro ken sentimetro. Ikabil ti sungbat ti kuaderno. <table><tr><th>Banag</th><th>Rukod (Metro)</th><th>Rukod (Sentimetro)</th></tr><tr><td>1) Katayag ti ridaw</td><td></td><td></td></tr><tr><td>2) Kaatiddog ti salas</td><td></td><td></td></tr><tr><td>3) Kaakaba ti lamisaan nga pangangan</td><td></td><td></td></tr></table>	Banag	Rukod (Metro)	Rukod (Sentimetro)	1) Katayag ti ridaw			2) Kaatiddog ti salas			3) Kaakaba ti lamisaan nga pangangan			Sungbatan dagiti sumaganad a problema. Ipakita ti solusion ayan ta kuaderno . 1) Ni nanang gimatang ti kg ti sibuyas. Mano amin a gramo ti sibuyas ti ginatang na? 2) Masapul ni Nora ti 2 kg a diket ti panagaramid na ti puto bumbong. Iti adda lang nga diket ti supot ti paglakuan ket 250 gramo. Mano kuma ngarud a supot ti diket ti gatangen na No ti 250 g ti diket ket aggatad PhP 22? mano amin ti gatad ti 2 kg? 3) Ti laeng mabalin nga itugot a gargaret ni Elsa iti eroplano ket 10 kilogرامo. Ti gargaret na ket adda dagsen na a 11 500 gramo. Mano ti sobra ti gargaret na?	Aramidem ti sumaganad. a. Mano a 200 mL a danum iti kapada ti 8L ti danum? b. Pinagatang naka ni Nanang mo ti 3 litro a mango juice. Idia y groseria nakitam ti mango juice a nakalata iti nadumaduma a kapasidad ken presio a makita iti baba. Ania ti gatangem ken mano? Ipalawag.  1 Liter PHP88.00  750 mL PHP70.00  250 mL PHP25.00	
Banag	Rukod (Metro)	Rukod (Sentimetro)															
1) Katayag ti ridaw																	
2) Kaatiddog ti salas																	
3) Kaakaba ti lamisaan nga pangangan																	
V. REMARKS					IV.Be ready for the next lesson												
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 lesson work? No. of learners who have caught up with the lesson.					
D. No. of learners who continue to require remediation.					
E. Which of 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 material did I use/discover which I wish to share with other teacher?					