



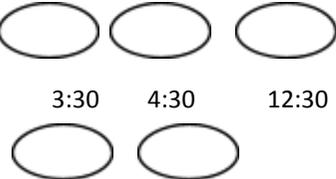
GRADES 1 to 12
DAILY LESSON LOG

School:		Grade Level:	I
Teacher:	<i>Credits to the Writer of this DLL</i>	Learning Area:	MATHEMATICS
Teaching Dates and Time:	MAY 8-12, 2023 (WEEK 2)	Quarter:	4TH QUARTER

I. LAYUNIN	LUNES	MARTES	MIYERKULES	HUWEBES	BIYERNES
A. PAMANTAYANG PANGNILALAMAN	The Learner . . . demonstrates understanding of time and non-standard units of length, mass and capacity.	The Learner . . . demonstrates understanding of time and non-standard units of length, mass and capacity.	The Learner . . . demonstrates understanding of time and non-standard units of length, mass and capacity.	The Learner . . . demonstrates understanding of time and non-standard units of length, mass and capacity.	The Learner . . . demonstrates understanding of time and non-standard units of length, mass and capacity.
B. PAMANTAYAN SA PAGGANAP	The Learner . . . is able to apply knowledge of time and non-standard measures of length, mass, and capacity in mathematical problems and real-life situations	The Learner . . . is able to apply knowledge of time and non-standard measures of length, mass, and capacity in mathematical problems and real-life situations	The Learner . . . is able to apply knowledge of time and non-standard measures of length, mass, and capacity in mathematical problems and real-life situations	The Learner . . . is able to apply knowledge of time and non-standard measures of length, mass, and capacity in mathematical problems and real-life situations	The Learner . . . is able to apply knowledge of time and non-standard measures of length, mass, and capacity in mathematical problems and real-life situations
C. MGA KASANAYAN SA PAGKATUTO (Isulat ang code ng bawat kasanayan)	M1ME-IVb-3 tells and writes time by hour, half-hour and quarter-hour using analog clock.	M1ME-IVb-3 tells and writes time by hour, half-hour and quarter-hour using analog clock.	M1ME-IVb-3 tells and writes time by hour, half-hour and quarter-hour using analog clock.	M1ME-IVb-3 tells and writes time by hour, half-hour and quarter-hour using analog clock.	M1ME-IVb-3 tells and writes time by hour, half-hour and quarter-hour using analog clock.
II. NILALAMAN					
A. Sanggunian					
1. Mga Pahina sa Gabay ng Guro	59-62	59-62	59-62	59-62	59-62
2. Mga Pahina sa Kagamitang Pangmag-aaral	324-335	324-335	324-335	324-335	324-335
B. Kagamitan					
III.					
A. Balik-aral at/o pagsisimula ng bagong aralin	Pabilangin ang mga bata gamit ang natutuhang skip counting by 5's	Ilan ang kalahati ng: 10? 20? 30? 60?	Gumuhit ng iba't ibang hugis ng orasan sa inyong notbuk.		
B. Paghahabi sa layunin ng aralin	Ipakita ang larawan ng isang batang babae na naghahanda para sa eskwela. Sabihin: Ito si Pamela. Naghahanda siya sa pagpasok sa paaralan.	Laro: Pabilisan sa pagsabi ng sagot. Sabihin ang oras na ipapakita ko. 3:00 8:00 12:00	Iguhit ang mahabang kamay ng orasan para ipakita ang oras na ipinakilala ng orasan. 		

	<p>Kailangan ni Pamela na makarating sa paaralan isang oras mula ngayon.</p> <p>Ika-anim ng umaga ang oras ngayon. Anong oras siya dapat na nasa paaralan?</p> 	<p>7:00</p> <p>1:00</p>			
<p>C. Pag-uugnay ng mga halimbawa sa bagong aralin</p>	<p>Ngayong umaga, pag-aaralan natin ang pagsasabi at pagsulat ng oras gamit ang orasan</p> 	<p>Lutasin ang suliranin:</p> <p>Nagsimulang mag-aral ng leksiyon si Liza sa ganap na ika-pito ng gabi. Natapos niya pagkatapos ng kalahating oras. Anong oras natapos si Liza sa pag-aaral ng leksiyon? Gamitin ang orasan. Ipakita ang oras sa ika-pito ng gabi.</p> <p>Unti-unting paikutin ang mahabang kamay habang bumibilang ng limahan: 5,10,15,20,25,30(Ipaliwanag na pag ang mahabang kamay ay nakaturo sa 6 katumbas ito ng 30 minuto.</p> <p>Natapos si Liza sa ganap na 7:30. Tatlumpong minuto matapos ang ikapito ng gabi</p>	<p>Ipakita ang orasan.</p> <p>Ilang minuto ang katumbas ng bawat bilang?</p> <p>Ilang minuto ang katumbas ng isang oras?</p> <p>Pabilangin ng limahan hanggang maituro ang 12 na bilang sa orasan na katumbas ng 60 minuto. Narito ang orasan. Basahin ang oras na makikita rito</p> 		
<p>D. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1</p>	<p>Ngayon ay ika-anim ng umaga. Pupunta si Pamela sa paaralan isang oras mula ngayon.(Ituro sa orasan ang 6) Paikutin nang kumpletong ikot ang mahabang kamay ng orasan.(Ipaliwanag na sa bawat bilang ay may katumbas na 5 minuto at ang kabuuang bilang ng kumpletong ikot ay 60 na minuto)</p> <p>Ano ang bilang pagkatapos ng 6? Anong oras dapat na nasa paaralan si Pamela?(7)</p>	<p>Paano natin nakuha ang wastong sagot.</p> <p>Saan nakaturo ang maikling kamay? (7)</p> <p>Saan nakaturo ang mahabang kamay?(6)</p> <p>Ilang minuto ang katumbas ng 6?</p>	<p>Saan nakaturo ang maikling kamay?</p> <p>Saan nakaturo ang mahabang kamay?</p> <p>Ilang minuto ang katumbas kung nakatapat ang kamay sa 3?(15) sa 6(30) sa 9? (45)</p>		

<p>E. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2</p>	<p>Paano natin nakuha ang wastong sagot. Ano ang napansin ninyo sa orasan? Ilan ang mga kamay ng orasan? Magkasinghaba ba ang kamay ng orasan? Ilan ang bilang sa mukha ng orasan? Alin ang nagsasabi ng oras? minuto? Segundo?</p>	<p>Sabihin kung anong oras ang ipinakikita sa bawat orasan. 11:30 5:30 9:30 1:30 6:30</p>	<p>Sabihin kung anong oras ang ipinakikita sa bawat orasan. 3:10 4:05 6:45 12:30</p>		
<p>F. Paglinang sa kabihasanan (<i>Tungo sa Formative Assessment</i>)</p>	<p>Gamit ang orasan (improvised clock) Ipakita ang oras na sasabihin ko 11:00 5:00 9:00</p>	<p>Gumuhit ng orasan. Iguhit ang kamay matapos ang kalahating oras. 2:00 _____ 5:00 _____ 8:00 _____</p>	<p>Ipakita sa orasan ang: 5:30 8:15 4:45</p>		
<p>G. Paglalapat ng aralin sa pang-araw-araw na buhay</p>	<p>Ilang minuto ang katumbas ng isang oras?</p>	<p>Ilan minuto ang katumbas ng kalahating oras?</p>	<p>Ilan minuto ang katumbas ng sangkapat na oras?</p>		
<p>H. Paglalahat ng aralin</p>	<p>Tandaan: Ang isang oras ay may katumbas na 60 minuto. Ang maikling kamay ang nagsasabi ng oras. Ang mahabang kamay ang nagsasabi ng minuto. Ang isa pang kamay ng orasan ay nagsasabi ng Segundo. 60 segundo ang katumbas ng 1 minuto. Ang mahabang kamay ay kumikilos nang mabilis kaysa sa maikling kamay ng orasan. Ang kumpletong ikot ng mahabang kamay sa orasan ay katumbas ng isang oras. Sa pagsasabi ng saktong oras ang maikling kamay ang unang titingna kung saan nakaturo na</p>	<p>Tandaan: Ang kalahating oras ay katumbas ng 30 minuto. Nakaturo sa pagitan ng dalawang bilang ang maikling kamay at sa 6 ang mahabang kamay</p>	<p>Tandaan: Ang sangkapat na oras ay katumbas ng 15 minuto. Ang mahabang kamay ay nakaturo sa bilang na 3 na katumbas ng 15 minuto, sa 6 katumbas ng 30 minuto, at sa 9 katumbas ng 45 na minuto (Ipaliwanag na ang 60 pag hinati sa apat ay 15)</p>		

	bilang at ang mahabang kamay ay palaging nakaturo sa 12.				
I. Pagtataya ng aralin	A. Sabihin ang oras sa orasan na ipakikita ng guro. B. Basahin at isulat ang oras. 1. 2:00 2. 12:00 3. 9:00 4. 6:00 5. 10:00	Iguhit ang oras sa bawat orasan  3:30 4:30 12:30  5:30 1:30	. Isulat ang oras sa bawat orasan  5:05 12:55 1:10  5:45 2:35		
J. Karagdagang gawain para sa takdang-aralin at remediation	Gumawa ng orasan gamit ang lumang karton, dalhin ito bukas.	Gumuhit ng iba't ibang hugis ng orasan sa inyong notbuk.	Gumuhit ng orasan para ipakita ang mga sumusunod na oras: 3:05 6:50 12:00 4:25		
IV. MGA TALA					
V. PAGNINILAY					
A. Bilang ng mag-aaral na nakakuha ng 80% sa pagtataya	___ bilang ng Mag-aaral na nakakuha ng 80% sa Pagtataya	___ bilang ng Mag-aaral na nakakuha ng 80% sa Pagtataya	___ bilang ng Mag-aaral na nakakuha ng 80% sa Pagtataya	___ bilang ng Mag-aaral na nakakuha ng 80% sa Pagtataya	___ bilang ng Mag-aaral na nakakuha ng 80% sa Pagtataya
B. Bilang ng mag-aaral na nangangailangan ng iba pang gawain para sa remediation	___ bilang ng mag-aaral na nangangailangan ng gawain para sa remediation	___ bilang ng mag-aaral na nangangailangan ng gawain para sa remediation	___ bilang ng mag-aaral na nangangailangan ng gawain para sa remediation	___ bilang ng mag-aaral na nangangailangan ng gawain para sa remediation	___ bilang ng mag-aaral na nangangailangan ng gawain para sa remediation
C. Nakatulong ba ang remedial? Bilang ng mga mag-aaral na naka-unawa sa aralin	___ Oo ___ Hindi ___ bilang ng mag-aaral na naka-unawa sa aralin	___ Oo ___ Hindi ___ bilang ng mag-aaral na naka-unawa sa aralin	___ Oo ___ Hindi ___ bilang ng mag-aaral na naka-unawa sa aralin	___ Oo ___ Hindi ___ bilang ng mag-aaral na naka-unawa sa aralin	___ Oo ___ Hindi ___ bilang ng mag-aaral na naka-unawa sa aralin
D. Bilang ng mga mag-aaral na magpapatuloy sa remediation	___ bilang ng mag-aaral na magpapatuloy sa remediation	___ bilang ng mag-aaral na magpapatuloy sa remediation	___ bilang ng mag-aaral na magpapatuloy sa remediation	___ bilang ng mag-aaral na magpapatuloy sa remediation	___ bilang ng mag-aaral na magpapatuloy sa remediation
E. Alin sa mga istratehiya sa pagtuturo ang nakatulong ng lubos?	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction

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F. Anong suliranin ang aking naranasan na nasolusyunan sa tulong ng aking punongguro?	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition
G. Anong kagamitang panturo ang aking nadibuho na nais kong ibahagi sa mga kapwa ko guro?	<i>The lesson have successfully delivered due to:</i> <input type="checkbox"/> pupils' eagerness to learn <input type="checkbox"/> complete/varied IMs <input type="checkbox"/> uncomplicated lesson <input type="checkbox"/> worksheets <input type="checkbox"/> varied activity sheets <i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories	<i>The lesson have successfully delivered due to:</i> <input type="checkbox"/> pupils' eagerness to learn <input type="checkbox"/> complete/varied IMs <input type="checkbox"/> uncomplicated lesson <input type="checkbox"/> worksheets <input type="checkbox"/> varied activity sheets <i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories	<i>The lesson have successfully delivered due to:</i> <input type="checkbox"/> pupils' eagerness to learn <input type="checkbox"/> complete/varied IMs <input type="checkbox"/> uncomplicated lesson <input type="checkbox"/> worksheets <input type="checkbox"/> varied activity sheets <i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories	<i>The lesson have successfully delivered due to:</i> <input type="checkbox"/> pupils' eagerness to learn <input type="checkbox"/> complete/varied IMs <input type="checkbox"/> uncomplicated lesson <input type="checkbox"/> worksheets <input type="checkbox"/> varied activity sheets <i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories	<i>The lesson have successfully delivered due to:</i> <input type="checkbox"/> pupils' eagerness to learn <input type="checkbox"/> complete/varied IMs <input type="checkbox"/> uncomplicated lesson <input type="checkbox"/> worksheets <input type="checkbox"/> varied activity sheets <i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories

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