

 GRADES 1 to 12 DAILY LESSON LOG	School:	DepEdClub.com	Grade Level:	V
	Teacher:	File created by Ma'am EDNALYN D. MACARAIG	Learning Area:	MATHEMATICS
	Teaching Dates and Time:	MARCH 13 – 17, 2023 (WEEK 5)	Quarter:	3 RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES					
A.Content Standards	The learner is expected to demonstrate understanding of circles				
B.Performance Standards	The learner is able to describe construct circles				
C.Learning Competencies/Objectives	Draws circles with different radii using a compass Code: M5GE-IIIe-24,	Visualizes and describes solid figures Code Page: M5GE-IIIe	Visualizes and describes solid figures Code: M5GE-IIIe-25	Makes models of different solid figures; cube, prism and pyramid using plane figures Code: M5GE-IIIe-26	Makes models of solid figures: cylinder, cone and sphere using plane figures Code: M5GE-IIIe-26
II.CONTENT	Drawing circles with different radii using a compass	Visualizing and describing solid figures	Visualizing and describing solid figures	Making Models of Different Solid Figures; Cube, Prism and Pyramid Using Plane Figures	Making models of solid figures: cylinder, cone and sphere using plane figures
III.LEARNING RESOURCES					
A.References					
1.Teacher’s Guide pages	CG p. 62	CG p. 62	CG p. 62	CG p. 62	CG p. 62
2.Learners’s Materials pages					
3.Textbook pages	21 st Century Mathematics 6, p.216	21 st Century Mathematics 5 pp.300-302	21 st Century mathematics 5, pages 300-302		
4.Additional materials from learning resource (LR) portal		https://www.youtube.com/watch?v=2cg-Uc556-Q		BEAM LG Grade. 5 Geometry/DLP Gr. 5 Module 46	BEAM LG Grade. 5 Geometry
B.Other Learning Resource	Compass, 5 pcs. String with the same length	flash cards, cut outs, illustrations, video presentation	Real objects, PowerPoint presentation, spatial figures	Cartolina, pair of scissors, paste, flash cards, spatial figures, and used folders	used cardboard, paste, scissors
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	1. Drill Directions: Name the parts of the circle. 2. Review Directions: Identify the terms related to a circle being described. _____1. A segment joining two points of the circle _____2. A segment joining the center and any point of the circle _____3. An arc whose degree measures less than180 _____4. A chord that passes through the center _____5. It names the circle	1. Drill (Conduct a drill on identifying different kinds of polygons 2. Review: (Review on spatial and plane figures) Teacher will flash cards of different figures. Say the phrase I have a _____ pen if the figure is flat and I have an apple if the figure is not flat.	4. Drill on solving for perimeter and area. Game: Mechanics: 1. Divide the class into 4 groups. 2. Teacher provides an illustration board for each group. 3. Teacher flashes pictures of plane figures with given measurements of sides. 4. The first pupil from each group solves for the perimeter and area of the given figure. He/she writes the answer on the illustration board provided for each group.	4. Drill Solving for the perimeter/area of plane figures. Traveling Game 4. Review Identifying Spatial Figures What are the different spatial figures? Give examples of real objects that are models of spatial figures.	Strategy: Unscramble Game Mechanics: 1. Teacher shows jumbled letters of spatial figures 2. Students figure out the correct spatial figure by unscrambling the letters. Example: BUCE @ CUBE 4. After each set of letters has been unscrambled, the teacher calls on a student to describe the spatial figure.

			5. The first to give the correct answers (with the proper label) and raises his/her board first, gets 2 points. 6. Continue the game until everyone in the column has participated. 7. The group with the most number of point wins. 2. Review: Identifying Spatial Figures What are the different spatial figures? Give examples of real objects that are models of spatial figures.		
B.Establishing a purpose for the lesson	We know how to use a ruler to draw segments of a given length and how to use a protractor to draw angles of a given measure. Today we are going to draw circles with different radii	Strategy 1: Play the Concentration Game - Teacher prepares 12 cards consecutively numbered with illustrations at the back. - Teacher divides the class into three groups of five. - The first player of each group will choose 5 numbers which he thinks has illustrations of 5 solid figures. - Teacher will open the cards to see if the answers are all correct. - When the answer is incorrect , other groups may steal the chance to answer. - The first group to get the most number of point wins.	Show different spatial figures like the cone, cube, rectangular prism, cylinder, sphere and pyramid. Ask the pupils to name them. Let them give / count the number of edges, faces and vertices. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	1) Group the pupils into Learning Barkadas 2) Provide each group pieces of used folders, pair of scissors, and pastes 3) Let them make some spatial figures out of these materials. 4) The first to make 3 will be declared winner	1. Group the pupils into Learning Teams 2. Provide each group pieces of used folders, pair of scissors, and paste. 3. Let them make spatial figure out of those materials. 4. The first team make a solid figure will be declared winner
C.Presenting Examples/ instances of the new lesson	Strategy: Activity Based (3 As – Act, Analyze, Apply) Procedure - Group the class into 5. - Give each group a string. - Each group will chose one representative to stand in front of them holding one end of the string. - Then, let another member walk holding the other end of the string around to form a circle, placing other members evenly on the imaginary distance around the circle	Strategy: Scaffold-Knowledge Information (4 A's Activity) Activity (Build on students ideas) Analysis (Make thinking visible) Abstraction (Encourage listening to others Application- Promote autonomy /life long learning) Present a video song : 3D Shapes I Know (solid shapes song- including sphere, cylinder, cube, cone, and pyramid) Reference: https://www.youtube.com/watch?v=2cg-Uc556-Q	Present a paper robot whose parts are made up of spatial figures. Ask them to identify the spatial figures represented by each part by completing the table below.	Present the lesson through this activity: a. Call the winner. 1) Let them show their finished products to the class. 2) Have them describe each and identify its part. b. Call the 2nd placer. 1) Let them show the spatial figures they made that are different from the first group. 2) Have them describe each and identify its part. c. Do the same with the other group. VALUING: Did you make use of your materials wisely? How? What are things you have that can still be Recycled? Why? In what way can you recycle them?	Present the lesson through this activity: a) Call the winner 1) Let them show their finished product to the class. 2) Have them describe and identify its parts. b) Call the 2nd placer. 1) Let them show the spatial figure they made that is different from the first group. 2) Have them describe and identify its parts. c) Do the same with the other group. Valuing: Did you use your materials wisely? How? What are the things you have that can still be recycled? In what way can you recycle them
D.Discussing new concepts and practicing new skills #1	What figure is formed? What does the pupil in the middle represent?	What is the song about? What kind of figures were mentioned on the song?	What are the different spatial figures that you can see in the robot?	Strategy: Think-Pair-Share Matching Game 1) Blindfold a volunteer pupil.	How did you find the activity? How did you make spatial figures?

		How are they common? - How did you find the activity? - How did you visualize spatial figures? - Were you able to differentiate spatial figures correctly? - Did you identify the common characteristics of spatial figures?	How can you describe the characteristics of each figure? Provide nets of cube, rectangular prism, pyramid and cylinder for the pupils to assemble . Example: What kind of spatial figure have you formed?	2) Let him/her hold a spatial figure. 3) Let him/her identify and describe it.	Were you able to create spatial figures correctly? Were you able to give the description of particular spatial figures?
E.Discussing new concepts and practicing new skills #2			More exercises: Directions: Show real objects and let the pupils identify the spatial figure they represent. Give the number of sides, edges and vertices. - ball - Tent - globe - Dice - funnel - Ice cream cone - test tube - Tin can		Group Work Group 1 Construct a cylinder from its net - Draw a figure similar to this one. - Cut carefully around the net - Fold up the circles then wrap the rectangle around them to construct the cylinder. - Label the object with its correct name Group 2 Construct a cone from its net - Draw a figure similar to this one. - Cut carefully around the net - Fold up the circle then wrap the other figure around it to construct the cone. - Label the object with its correct name. Group 3 Construct a cylinder from its net Pupils will be provided with net and they are going to fold it to form a sphere
F.Developing Mastery	A compass is used to draw circles or parts of a circle called arcs. On our activity, which is considered the compass? We are going to draw a circle with a center at A and radius of 2 centimeters. First, set up compass to an opening of 2 cm. Second, draw point A with a pencil.	Activity: ThinkingSkills (Recall, Model, Familiarize and Decide-RFMD Activity) - Divide the class into 5 groups. - Recall the Video presentation - Model: Ask them to Illustrate and name at least three solid figures that they have watched from the video. - Familiarize the figure by completing the chart. - Decide whether the answer is correct by completing the table with	Strategy: Direct Instruction Activity: TGA (Tell, Guide, Act) Tell Ask a volunteer pupil to come in front. Another pupil will blindfold him/her. Allow the blindfolded pupil to hold a spatial figure. Guide Direct the pupil to feel the object firmly to be able to determine the number of faces, edges and vertices.	Strategy: Group Activity - Divide the class into group of 3s. - Each group will be given used folders - Used folders will be used by each group in making spatial figure assigned to them. Group 1 – Cube Group 2 – Prism Group 3 – Pyramid	Presentation of each group

	Next, place the point of the compass on A. Rotate the compass to draw the circle. We now have a circle A. Let us put some radii. From the center, draw a segment to any part of the circle. Let the pupils perform the activity repeatedly until they can draw their own circle.	the correct description on illustrations made. 🖋️ Make a yell as a sign that they have finish the activity	Can you describe the figure? How many faces, edges and vertices are there? Act Let the pupil draw what he/she felt on the figure on the board. Continue the activity using more figures.																								
G.Finding Parctical application of concepts and skills in daily living	Directions: Draw a circle using a compass with 8 radii.	a) Use of Real Situation Problem 1) With the teacher’s supervision, aloud pupils to roam around the classroom. 2) Let them observe their surroundings and jot down the different spatial figures they see. 3) Afterwards they go back to the classroom and share what they have listed on paper 4) Ask them to tabulate their answers.	Group pupils in 4’s Approach: Inquiry Based Approach Strategy: Practical Inquiry Model Activity: AICDR Ask: What are the different spatial figures inside and outside the classroom? Investigate: Bring the pupils outside the classroom and let them observe and jot down the different spatial figures they see. Create: Let them tabulate the answers by making this table Discuss: The pupils will be given time to share what they have listed. What were the different spatial figures that you saw? What are their characteristics? Reflect: Why is it important to be aware of the different Spatial figures that you see and experience through the environment	Directions: Match Column A with Column B <table><tr><td>A</td><td>B</td></tr><tr><td>_____</td><td>The base is a polygon and</td></tr><tr><td>_____</td><td>4) rectangular prism</td></tr><tr><td>_____</td><td>2) A spatial figure with a pol gonal base whose edges y meet a common vertex</td></tr><tr><td>_____</td><td>b) cone</td></tr><tr><td>_____</td><td>c) pyramid</td></tr><tr><td>_____</td><td>d) cylinder</td></tr><tr><td>_____</td><td>3) A spatial figure having a circular base and one vertex.</td></tr><tr><td>_____</td><td>e) triangular prism</td></tr><tr><td>_____</td><td>4) A spatial figure with a parallel congruent faces called bases and the other faces are parallelograms.</td></tr><tr><td>_____</td><td>5) A spatial figure with 2 circular bases, no edge, and no vertex.</td></tr></table>	A	B	_____	The base is a polygon and	_____	4) rectangular prism	_____	2) A spatial figure with a pol gonal base whose edges y meet a common vertex	_____	b) cone	_____	c) pyramid	_____	d) cylinder	_____	3) A spatial figure having a circular base and one vertex.	_____	e) triangular prism	_____	4) A spatial figure with a parallel congruent faces called bases and the other faces are parallelograms.	_____	5) A spatial figure with 2 circular bases, no edge, and no vertex.	1. Blindfold a volunteer from your group. 2. Let him/her hold a spatial figure. 3. Let him her identify and describe it.
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H.Making generalization and abstraction about the lesson	How can you draw a circle with different radii?	What are the different spatial figures. Describe each one. What are their common characteristics? Give examples of real life objects that represent each spatial figure.	What are the different spatial figures? Describe each. Give examples of real life objects that represent each spatial figure?	How do we make models of solid figures; cube, prism and pyramid using plane figures?	How did you make a model of cylinder? Cube? Sphere? What did you use?																						
I.Evaluating learning	Directions: Draw circle C with 5 radii using a compass	Directions: Write true or false. If the statement is false draw the correct solid figure described. 1) A rectangular prism has six faces. 2) A triangular prism has six faces.	Directions: Complete the table below. <table><tr><th>Spatial Fig</th><th>Illu s</th><th># of faces</th><th>No.of edges</th><th>no. of vertice s</th></tr><tr><td>Cube</td><td></td><td></td><td></td><td></td></tr></table>	Spatial Fig	Illu s	# of faces	No.of edges	no. of vertice s	Cube					Directions: Using cartolina make models of solid figures listed below. 1. Cube 2. Rectangular prism	Directions: Construct each spatial figure using art paper: 1. cone 2. cylinder 3. sphere												
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		3) A sphere has no edge. 4) The edges of a cube are equal. 5) The two bases of a cylinder are circular.	<table><tr><td>Sphere</td><td></td><td></td><td></td><td></td></tr><tr><td>cylinder</td><td></td><td></td><td></td><td></td></tr><tr><td>cone</td><td></td><td></td><td></td><td></td></tr><tr><td>pyramid</td><td></td><td></td><td></td><td></td></tr></table>	Sphere					cylinder					cone					pyramid					3. Rectangular pyramid	
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J.additional activities for application or remediation	Directions: Draw circles E and A with a 5 radii each on your notebook.	Ask the pupils to identify the solid figures represented in body parts of the robot illustrated below.	Directions: Cut out pictures of objects from newspapers or magazines that are models of spatial figures. Describe each	Cut out pictures of objects from newspapers or magazines that are models of spatial figures then make your own models out of used folders.	Directions: Cut out pictures of objects from newspapers or magazines that are models of cone, cylinder and sphere. Describe each																				
V.REMARKS																									
VI.REFLECTION																									
A.No. of learners who earned 80% in the evaluation	___Lesson carried. Move on to the next objective. ___Lesson not carried. ____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. ____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. ____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. ____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. ____% of the pupils got 80% mastery																				
B.No.of learners who require additional activities for remediation	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.																				
C.Did the remedial work? No.of learners who have caught up with the lesson	___ 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																				
D.No. of learners who continue to require 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	___ of Learners who require additional activities for remediation																				
E.Which of my teaching strategies worked well? Why did these work?	___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																				
F.What difficulties did I encounter which my principal or supervisor can helpme solve?	___ 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																				

G.What innovation or localized materials did used/discover which I wish to share with other teachers?	<i>Strategies used that work well:</i> ___Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments. ___Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts. ___Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects. ___Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities. ___Text Representation: Examples: Student created drawings, videos, and games. ___Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. Other Techniques and Strategies used: ___ Explicit Teaching ___ Group collaboration ___ Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method Why? ___ Complete Ims ___ Availability of Materials ___ Pupils’ eagerness to learn ___ Group member’s collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	<i>Strategies used that work well:</i> ___Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments. ___Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts. ___Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects. ___Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities. ___Text Representation: Examples: Student created drawings, videos, and games. ___Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. 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