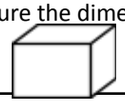
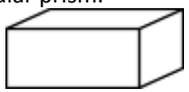
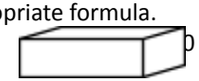
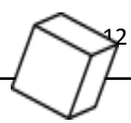
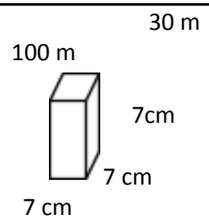
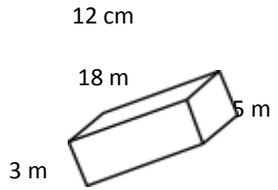
GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	IV
	Teacher:	*Credits to the Writer of this DLL*	Learning Area:	MATHEMATICS
	Teaching Dates and Time:	MAY 29 – JUNE 2, 2023 (WEEK 5)	Quarter:	4th QUARTER

	MONDAY February 12, 2018	TUESDAY February 13, 2018	WEDNESDAY February 14, 2018	THURSDAY February 15, 2018	FRIDAY February 16, 2018
I. OBJECTIVES					
A. CONTENT STANDARDS	Demonstrates understanding of the concept of time, perimeter, area, and volume				
B. PERFOMANCE STANDARDS	Applies the concept of time, area and volume to mathematical problems and real-life situations				
C. LEARNING COMPETENCIES/ OBJECTIVES(Write the LC Code for each)	**Derive the formula for the volume of rectangular prisms M4ME-IVe-63** **Find the Volume of a rectangular prism using cubic centimeters and cubic meters M4ME-IVe-64**	**Derive the formula for the volume of rectangular prisms M4ME-IVe-63** **Find the Volume of a rectangular prism using cubic centimeters and cubic meters M4ME-IVe-64**	**Derive the formula for the volume of rectangular prisms M4ME-IVe-63** **Find the Volume of a rectangular prism using cubic centimeters and cubic meters M4ME-IVe-64**	**Derive the formula for the volume of rectangular prisms M4ME-IVe-63** **Find the Volume of a rectangular prism using cubic centimeters and cubic meters M4ME-IVe-64**	
II. CONTENT					
	Finding the Volume of a Rectangular Prism	**Finding the Volume of a Rectangular Prism**	**Finding the Volume of a Rectangular Prism**	**Finding the Volume of a Rectangular Prism**	
LEARNING RESOURCES					
A. References					
1. Teacher's Guide Pages	304-307	304-307	304-307	304-307	
2. Learner's Materials Pages	233-236	233-236	233-236	233-236	
3. Textbook Pages					
4. Additional Materials from Learning Resource (LR) Portal					
B. Other Learning Resources	Ppt, flashcards, charts,cutouts	Ppt, flashcards, charts,cutouts	Ppt, flashcards, charts,cutouts	Ppt, flashcards, charts,cutouts	
III. PROCEDURES					
A. Reviewing the previous lesson or presenting the new lesson	Have a drill on multiplication facts using window cards or flash cards.	Have a review on finding the volume using non-standard units. Ask the pupils about the dimensions of a solid. Let them identify the length, width, and height of a solid.	Ask the pupils about the dimensions of a solid. Let them identify the length, width, and height of a solid.	Ask the pupils about the dimensions of a solid. Let them identify the length, width, and height of a solid.	
B. Establishing a purpose for the lesson	Show a transparent plastic container filled with balls. Ask pupils to guess the number of balls inside the container. Let	Show a transparent plastic container filled with pebbles. Ask pupils to guess the number of pebbles inside the container.	Show a box to the class. Have the pupils measure the dimensions of the box. 	Show a picture of an aquarium. Ask: What is shown in the picture? What are placed in the aquarium? What should be placed to it so that the animals and plants will live?	

	one pupil count the balls to find the answer. Ask them how they make a good guess of the total number of balls.	Let one pupil count the pebbles to find the answer. Ask them how they make a good guess of the total number of pebbles.		
C. Presenting examples/instances of the new lesson	Present this situation to the class. Ask the pupils to read it. Mother has a rectangular box. It has a length of 10 cm, a width of 4 cm, and a height of 3cm. What is its volume? -What does mother have? -What is the length? Width? Height? -What is asked in the problem? -How will you solve the problem?	Present a box in the shape of a rectangular prism.  -How many rows of cubes are there? -How many columns of cubes are there? -How many layers of cubes are there?	After the pupils measure the dimensions of the box, ask, What is the length? Width? Height?	Present this problem. Marie's aquarium has a length of 125 centimeters, a width of 80 centimeters, and a height of 98 centimeters. How much water is needed to fill the aquarium? How will you solve the problem?
D. Discussing new concepts and practicing new skills #1	Explain how to derive the formula for the volume of a rectangular prism. Then, ask them to find the volume of the prism. -How did you find the volume? -What did you do with the measurement of the length, width, and height? -What is the formula in finding the volume of a rectangular prism?	Discuss how to find the volume using the box in the shape of rectangular prism.	Group Activity Give a box to each group. Let each group measure the dimensions of the box given them and find its volume. Then, have the pupils discuss their answer.	Group Activity Let each group solve the problem. Then, let them discuss the methods they used to find the volume of the aquarium.
E. Discussing new concepts and practicing new skills #2	Group Activity Use the formula to find the volume of each prism. I and II 8 cm 5 cm 2 cm 10 dm III and IV 25 dm 60 dm	Group Activity Construct a rectangular prism with the given dimensions. I and II- Length=25 cm, width 15 cm, height=18 cm III and IV- Length=15 cm, width 10 cm, height=30 cm	Group Activity Show a box and give the dimensions. Have each group solve the volume in the improvised boards. The group with the highest score wins.	Group Activity Let each group find the volume of the rectangular prism in the station assigned them.
F. Developing mastery (Leads to Formative Assessment 3)	Find the volume using the appropriate formula.  0 m	Find the volume. (in a form of race) 12 cm 12 cm 	Show strips of paper where the dimensions of rectangular prisms	Complete the table.

<table>
<tr>
<td></td>
<td> 
</td>
<td> 
</td>
<td>are written. Have the pupils solve for the volume. (Race)</td>
<td>
<table>
<tr><th>Box</th><th>Length</th><th>Width</th><th>Height</th><th>Volume</th></tr>
<tr><td>A</td><td>7 cm</td><td>6 cm</td><td>8 cm</td><td></td></tr>
<tr><td>B</td><td>15 mm</td><td>4mm</td><td>7mm</td><td></td></tr>
<tr><td>C</td><td>13 m</td><td>4 m</td><td>3 m</td><td></td></tr>
<tr><td>D</td><td>15 m</td><td>6 m</td><td>9 m</td><td></td></tr>
<tr><td>E</td><td>11 cm</td><td>11 cm</td><td>15 cm</td><td></td></tr>
</table>
</td>
</tr>
<tr>
<td>G. Finding practical application of concepts and skills in daily living</td>
<td>Let the pupils answer the problem.
A box is 20 cm long, 10 cm wide, and 5 cm tall. What is the volume of a stack of 4 boxes?</td>
<td>Let the pupils answer the problem.
A toy box is in the shape of a rectangular prism. It is 35 cm long and 15 cm high. If its width is 20 cm, what it its volume?</td>
<td>A refrigerator has a square base with each side that measures 60 cm and stands 122 cm. Find the volume of the refrigerator.</td>
<td>A 5cm x 3 cm x 5xm is half filled with salt. How much salt is still needed to completely fill the container?</td>
</tr>
<tr>
<td>H. Making generalizations of concepts and skills in daily living</td>
<td>How do you find the volume of a rectangular prism?</td>
<td>How do you find the volume of a rectangular prism?</td>
<td>How do you find the volume of a rectangular prism?</td>
<td>How do you find the volume of a rectangular prism?</td>
</tr>
<tr>
<td>I. Evaluating learning</td>
<td>Find the volume.
1. 1 cm 1 cm
2. 5 cm 5 cm 5cm
3. 2 cm 6 cm 4 cm 1 cm
4. 3 cm 12 cm 2 cm 4 cm
5. m</td>
<td>Complete the table.
<table>
<tr><th>Box</th><th>Length</th><th>Width</th><th>Height</th><th>Volume</th></tr>
<tr><td>A</td><td>10 cm</td><td>6 cm</td><td>8 cm</td><td></td></tr>
<tr><td>B</td><td>25 mm</td><td>18 mm</td><td>20 mm</td><td></td></tr>
<tr><td>C</td><td>5 m</td><td>4 m</td><td>3 m</td><td></td></tr>
<tr><td>D</td><td>12 m</td><td>9 m</td><td>7 m</td><td></td></tr>
<tr><td>E</td><td>4 cm</td><td>7 cm</td><td>2 cm</td><td></td></tr>
</table>
</td>
<td>Find each volume using the appropriate formula.
1. 1 50 m 30 m
2. 15 cm 100 m 17cm 24 cm
3. 6 cm 24 cm 3 cm
4. 12 cm 12 cm 12 cm
5. 34 mm 14 mm</td>
<td>Find the volume.
1. Length=8 m
Width=3 m
Height=4 m
2. Length=6 cm
Width=9cm
Height=13 cm
3. 4 m 11 m 5 m
4. 7 cm 3 cm 9 cm
5. 3 m 3 m 3 m</td>
</tr>
</table>

	6 cm			
J. Additional activities for application or remediation	Given the following dimensions, draw a spatial figure and find the volume. 1. Length=12 cm Width=4 cm Height=20 cm	Given the following dimensions, draw a spatial figure and find the volume. 11 Length=5 m Width=3 m Height=2 m	Make 3 rectangular prisms.	Answer the problem. How many different solid figures can you form using 24 pieces of 1 cm cubes? Illustrate

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?	*Strategies used that work well:* ___ 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 *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	*Strategies used that work well:* ___ 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 *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	*Strategies used that work well:* ___ 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 *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	*Strategies used that work well:* ___ 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 *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	*Strategies used that work well:* ___ 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 *Why?* ___ 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?	*Planned Innovations:* __ Localized Videos __ Making use big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition __Fashcards __Pictures	*Planned Innovations:* __ Localized Videos __ Making use big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition __Fashcards __Pictures	*Planned Innovations:* __ Localized Videos __ Making use big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition __Fashcards __Pictures	*Planned Innovations:* __ Localized Videos __ Making use big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition __Fashcards __Pictures	*Planned Innovations:* __ Localized Videos __ Making use big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition __Fashcards __Pictures