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| Description: DEPED-NEW_e78wysqt  **GRADES 1 to 12**  **DAILY LESSON LOG** | **School:** |  | **Grade Level:** | **I** |
| **Teacher:** | **File created by Ma’am NINA SHERRY L. CLEMENTE** | **Learning Area:** | **MATHEMATICS** |
| **Teaching Dates and Time:** | **MARCH 9 – 13, 2020 (WEEK 8)** | **Quarter:** | **4TH QUARTER** |

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| 1. **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) | **M1SP-IVg-2.1**  Sorts, classifies, and organizes data in tabular form and presents this into a pictograph without scales. | **M1SP-IVg-2.1**  Sorts, classifies, and organizes data in tabular form and presents this into a pictograph without scales. | **M1SP-IVg-2.1**  Sorts, classifies, and organizes data in tabular form and presents this into a pictograph without scales. | **M1SP-IVg-2.1**  Sorts, classifies, and organizes data in tabular form and presents this into a pictograph without scales. | WRITTEN TEST |
| 1. **NILALAMAN** |  |  |  |  |  |
| 1. **Sanggunian** |  |  |  |  |  |
| 1. Mga Pahina sa Gabay ng Guro | Math TG pah 83-86 | Math TG pah 83-86 | Math TG pah 83-86 | Math TG pah 83-86 |  |
| 2. Mga Pahina sa Kagamitang Pangmag-aaral | Math LM pah 160-164 | Math LM pah 160-164 | Math LM pah 160-164 | Math LM pah 160-164 |  |
| 1. **Kagamitan** |  |  |  |  |  |
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| A. Balik-aral at/o pagsisimula ng bagong aralin |  |  |  |  |  |
| B. Paghahabi sa layunin ng aralin | Kunin ang mga lapis sa loob ng mga bag. Bilangin ang mga lapis na may tasa at walang tasa. Itala sa talaan.   |  |  | | --- | --- | | May Tasa | Walang Tasa | | C:\Users\Geraldine\Documents\pics for short story\download (8).png | C:\Users\Geraldine\Documents\pics for short story\download (8).png |   Ilang lapis ang may tasa?  Ilang lapis ang walang tasa? | Tungkol saan an gating aralin kahapon? | Hilig ni Marie ang gumawa ng gawaing  paghahalaman tuwing hapon. Maraming mga  kulisap ang paikot-ikot sa halaman. Ilang kulisap ang  nakikita ninyo sa larawan? | Ano ang pictograph? |  |
| C. Pag-uugnay ng mga halimbawa sa bagong aralin | Si Lorenzo ay batang matulungin. Nagtitinda siya ng gulay kapag walang pasok sa paaralan. Ibinigay niya ang kita niya sa kaniyang nanay. Noong Sabado nakapagtinda siya ng 8 taling sitaw, 11 taling pechay at 7 taling kangkong. Nais malaman ni Lorenzo kung anong gulay ang pinakamabenta sa kaniya    Anong klaseng bata si Lorenzo?  Anong katangian ang nais mong tularan kay Lorenzo?  Anong gulay ang pinakamabenta sa kaniyang paninda?  Ano ang dapat gawin ni Lorenzo upang malaman ang gulay na pinakambenta sa kaniyang paninda? | Ipakita ang sagot sa takdang aralin kahapon  Mag-*interview* ng kapwa mga bata kung ano ang paborito nilang gulay. Gumawa ng talaan at alamin kung ano ang gulay na paborito ng nakararami   |  |  | | --- | --- | | Gulay | Bialng ng mga bata na may gusto ng gulay | |  |  | |  |  | |  |  | |  |  | |  |  |   Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more |  | Ipakita ang sagot sa takdang aralin kahapon  Nais mo bang malaman kung ilang kasapi ng iyong  mag-anak o kapit-bahay ang naka-uwi na ng bahay  mula sa trabaho o paaralan? Tanungin ang mga kasama sa bahay o mga kapitbahay kung paano sila nakauwi. Ipakita ang sagot sa talahanayang  kahon gamit ang mga larawan at listahan.   |  |  | | --- | --- | | Kasapi ng Pamilya nakauwi na galling paaralan | Kasapi ng Pamilya nakauwi na galling trabaho | |  |  | |  |
| D. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1 | Paano nakuha ni Lorenzo ang wastong sagot?  Ano ang ginamit niyang paraan? | Anu-anong gulay ang gusto ng mga bata?  Anong gulay ang pinakagusto ng mga bat?  Anong gulay ay may pinakkaunting bilang?  Ilan lahat ang gulay na napili ng mga bat?  Ilan lahat ang mga batang nainterview ninyo? | Paglulutas 1:  Isa-isang bilangin ang mga kulisap. Dalawapu’t pito  ang mga kulisap.  Paglutas 2:  Bilangin ang kulisap ayon sa kanilang uri.  Paruparo – 10  Bubuyog – 2  Tipaklong – 6  Tutubi – 4  Gagamba – 5  Dalawampu’t pito ang mga kulisap.  Ang pagbibilang ay madaling maisagawa kung ang  datos ng mga bagay ay maayos na naipapakita sa  talaan gamit ang mga larawan at talaang marka. | Pagtalakay sa sagot ng mga bata |  |
| E. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2 | Kapag bakasyon ay nagdidiyaryo at bote din si Lorenzo upang kumita ng pera. Tingnan ang talaan. Punan ng bilang ang talaan | Pangkatang Gawain  Gumawa ng talaan at bilang ng bawat kasapi ng pangkat.  Pangkat 1 – Paboritong gulay  Pangkat 2 – Paboritong hugis | Punan ng datos ang talaan sa ibaba. Isulat sa  kaliwang bahagi ng talaan ang pangalan ng mga  kulisap.  Mga kulisap na makikita sa hardin ng paaralan. Sipiin  sa inyong kuwaderno ang talahanayan | Pangkatang Gawain  Gumawa ng talaan at bilang ng bawat kasapi ng pangkat.  Pangkat 1 – Paboritong ulam  Pangkat 2 – Paboritong palaman sa tinapay |  |
| F. Paglinang sa kabihasnan  *(Tungo sa Formative Assessment)* |  | Si Larry na kapatid ni Lorenzo ay tumutulong din sa pamilya. Naglilinis siya ng sapatos kapag walang pasok. Tingnan ang larawan at itala ang bilang ng uri ng sapatos na nalilinisan ni Larry. |  |  |  |
| G. Paglalapat ng aralin sa pang-araw-araw na buhay |  |  |  |  |  |
| H. Paglalahat ng aralin | Ano ang *pictograph?*  Sa paanong paraan ito makakatulong sa iyo upang mas maunawaan ang isang suliranin? | Ano ang *pictograph?*  Sa paanong paraan ito makakatulong sa iyo upang mas maunawaan ang isang suliranin? | Ano ang *pictograph?*  Sa paanong paraan ito makakatulong sa iyo upang mas maunawaan ang isang suliranin? | Ano ang *pictograph?*  Sa paanong paraan ito makakatulong sa iyo upang mas maunawaan ang isang suliranin? |  |
| I. Pagtataya ng aralin | Tulong-tulong din ang pamilya ni Lorenzo sa paglilinis ng kanilang bakuran. Kasama si Larry, sila ang nagdidilig ng mga tanim ng kanilang nanay. Itala kung anong halaman ang pinakamarami sa kanilang bakuran. | Namasyal ang pamilya ni Lorenzo sa parke. Nakakita sila ng lalaking nagtitinda ng mga lobo. Itala ang bilang ng mga kulay ng lobo at alamin kung anong kulay ng lobo ang pinakamarami. | Pumili ng pinakapaborito mong prutas mula sa  ibinigay na mga larawan sa inyong pangkat.  Pagsunod-sunurin ang mga prutas ayon sa dami ng  bilang.  Isulat ang pangalan sa unang hanay mula sa may  pinakamaraming bilang hanggang sa may  pinakakaunting bilang. Idikit ang larawan ng mga  prutas sa ikalawang hanay. Sipiin sa inyong  kuwaderno ang talahanayan    Sagutin ang mga sumusunod na tanong:  1. Ilang uri ng prutas mayroon sa talahanayan?  2. Ilan ang bilang ng prutas?  3. Ilang bata ang pumili ng mangga? Bayabas?  Saging? Santol?  4. Ilan ang dami ng batang pumili ng mangga  kaysa sa santol? | Itanong sa 20 mong kaklase kung ano ang  paborito nilang kulay. Itala ang iyong sagot sa  talaang nasa ibaba. Sipiin sa inyong kuwaderno  ang talahanayan  Paboritong kulay ng mga mag-aaral    Sagutin ang mga tanong  1. Ilang bata ang pumili ng pula? Berde? Rosas?  2. Ilan ang dami ng batang pumili ng asul kaysa sa  kahel?  3. Aling kulay ang pinakapaboritong pinili ng mga  bata? |  |
| J.Karagdagang gawain para sa takdang-aralin at remediation |  |  |  |  |  |
| **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? | *Strategies used that work well:*  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Diads  \_\_\_ 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  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Diads  \_\_\_ 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  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Diads  \_\_\_ 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  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Diads  \_\_\_ 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  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Diads  \_\_\_ 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 |
| F. Anong suliranin ang aking naranasan na nasolusyunan sa tulong ng aking punongguro? | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works  *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works  *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works  *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works  *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works  *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition |
| G. Anong kagamitang panturo ang aking nadibuho na nais kong ibahagi sa mga kapwa ko guro? | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets  *Strategies used that work well:*  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Diads  \_\_\_ 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 | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets  *Strategies used that work well:*  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Diads  \_\_\_ 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 | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets  *Strategies used that work well:*  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Diads  \_\_\_ 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 | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets  *Strategies used that work well:*  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Diads  \_\_\_ 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 | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets  *Strategies used that work well:*  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Diads  \_\_\_ 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 |