

Daily Lesson Log	SCHOOL:		Grade:	THREE
	TEACHER:		Learning Areas:	MATH
	DATE:		Quarter:	FOURTH
	CHECKED BY:			

I. OBJECTIVES	
A. Content Standard	Demonstrates understanding of conversion of time, linear mass, and capacity measures and area of square and rectangle.
B. Performance Standard	Able to apply knowledge in conversion of time, linear mass and capacity measures and area of rectangle and square in mathematical problems and real –life situations.
C. Learning Competency/s:	Visualize, and represents and converts time measure involving days, weeks, months and year. M3ME – Iva -9
II. CONTENT	
III. LEARNING RESOURCES	
A. References	
1. Teacher's Guide Pages	CG p.15 Of 18.
2. Learner's Materials pages	
3. Text book pages	
4. Additional Materials from Learning Resources	
B. Other Learning Resources	
IV. PROCEDURES	
A. Reviewing previous Lesson or presenting new lesson	Convert each given measurement to its indicated unit of time. 1) 840 seconds = _____ minutes 2) 960 minutes = _____ hours 3) 19 minutes = _____ seconds 4) 5 hours = _____ minutes 5) 1 260 minutes = _____ hours
B. Establishing a purpose for the lesson	Pupils will watch a youtube video related to time conversion. https://youtu.be/cf0M1cXqPJA
D. Presenting examples/ instances of the new lesson.	I have a calendar and we are going to name the months in a year. What are the months of the year? How many months do we have in a year? An actual calendar will be showed to the pupils. How many days are there in January? February? March? And so on. Which months have 30 days? Which months have 31 days? About how many days are there in a month? What is the total number of days from January to December? How many days are there in 1 year? Considering the days in a week, how many days are there in a week? About how many weeks are there in a month?
E. Discussing new concepts and practicing new skills.#1	Group activity. Divide them into four groups then each group will be given an activity card with 2 problems each. Group1

Lesson Plan Grade 3 Oxford

Wenbin Ji



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Planning Lessons and Courses Tessa Woodward, 2001-02-08 This book deals with the kinds of everyday questions working teachers face as they plan lessons and courses Each chapter contains an analysis of the issue under discussion as well as practical principles and sample activities *The Booklist* ,1929 *Kod?ly Today* M?che?l Houlahan, Philip Tacka, 2008-06-26 In *Kod ly Today M che l Houlahan* and Philip Tacka offer an expertly researched thorough and most importantly practical approach to transforming curriculum goals into tangible achievable musical objectives and effective lesson plans Their model grounded in the latest research in music perception and cognition outlines the concrete practices behind constructing effective teaching portfolios selecting engaging music repertoire for the classroom and teaching musicianship skills successfully to elementary students of all degrees of proficiency Addressing the most important questions in creating and teaching Kod ly based programs Houlahan and Tacka write through a practical lens presenting a clear picture of how the teaching and learning processes go hand in hand Their innovative approach was designed through a close six year collaboration between music instructors and researchers and offers teachers an easily followed step by step roadmap for developing students musical understanding and metacognition skills A comprehensive resource in the realm of elementary music education this book is a valuable reference for all in service music educators music supervisors and students and instructors in music education [Historical Dictionary of the Baha'i Faith](#) Hugh C. Adamson, 2006-12-21 Growing out of the teachings of the B b who introduced the idea of the coming of a great prophet the one promised in the scriptures of all the world s major religions the Bah Faith was founded by Bah u ll h when in 1866 he publicly declared that he was the One the B b prophesized The 2nd edition of the *Historical Dictionary of the Bah Faith* presents a general historical overview of both B b and Bah religions as well as a theological overview of the Bah Faith from their inception in the mid 19th century to the middle of 2005 It presents biographical details of the Founders and Central Figures along with numerous leaders and pioneers most of the basic principles and precepts as well as aspects of its organization and administration Through the use of photographs a list of acronyms a chronology an introductory essay a bibliography hundreds of cross referenced dictionary entries on nearly every aspect of the religion and appendixes listing the genealogy of the Founders statistical information and lists of apostles disciples Hands of the Cause Knights of Bah u ll h as well as of more than 930 believers who have contributed to its growth and development this book is a fundamental tool for finding information on all things related to the Bah Faith *A.L.A. Booklist* ,1929 **Booklist** ,1929 **The United States Catalog** ,1906 [The United States Catalog](#) Mary Burnham, Carol Hurd, 1928 **The United States Catalog Supplement, January 1918-June 1921** Eleanor E. Hawkins, 1921 **Drum** ,2009 **Resources in Education** ,1999 **Catalogue of Title-entries of Books and Other Articles Entered in the Office of the Librarian of Congress, at Washington, Under the Copyright Law ... Wherein the Copyright Has Been Completed by the Deposit of Two Copies in the Office** Library of Congress.

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