GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	V
	Teacher:	File Created by Ma'am EDNALYN D. MACARAIG	Learning Area:	MATHEMATICS
	Teaching Dates and Time:	OCTOBER 3 – 7, 2022 (WEEK 7)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES					
A.Content Standards	*Demonstrates understanding of whole numbers up to 10 000 000 *Demonstrates understanding of divisibility, order of operations, factors and multiples and the four fundamental operations involving fraction	*Demonstrates understanding of whole numbers up to 10 000 000 *Demonstrates understanding of divisibility, order of operations, factors and multiples and the four fundamental operations involving fraction	*Demonstrates understanding of whole numbers up to 10 000 000 *Demonstrates understanding of divisibility, order of operations, factors and multiples and the four fundamental operations involving fraction	*Demonstrates understanding of whole numbers up to 10 000 000 *Demonstrates understanding of divisibility, order of operations, factors and multiples and the four fundamental operations involving fraction	*Demonstrates understanding of whole numbers up to 10 000 000 *Demonstrates understanding of divisibility, order of operations, factors and multiples and the four fundamental operations involving fraction
B.Performance Standards	*The learner is able to recognize and represent whole numbers up to 10 000 000 in various forms and contexts. *The learner is able to apply divisibility, order of operations, factors and multiples and the four fundamental operations involving fractions in mathematical problems and real-life situations	*The learner is able to recognize and represent whole numbers up to 10 000 000 in various forms and contexts. *The learner is able to apply divisibility, order of operations, factors and multiples and the four fundamental operations involving fractions in mathematical problems and real-life situations	*The learner is able to recognize and represent whole numbers up to 10 000 000 in various forms and contexts. *The learner is able to apply divisibility, order of operations, factors and multiples and the four fundamental operations involving fractions in mathematical problems and real-life situations	*The learner is able to recognize and represent whole numbers up to 10 000 000 in various forms and contexts. *The learner is able to apply divisibility, order of operations, factors and multiples and the four fundamental operations involving fractions in mathematical problems and real-life situations	*The learner is able to recognize and represent whole numbers up to 10 000 000 in various forms and contexts. *The learner is able to apply divisibility, order of operations, factors and multiples and the four fundamental operations involving fractions in mathematical problems and real-life situations
C.Learning Competencies/Objectives	Visualizes multiplication of fractions using models M5NS-Ig-88.2,	Multiplies a fraction and a whole number M5NS-Ig-90.1,	Multiplies a fraction and another fraction M5NS-Ig-90.1	Multiplies a whole number and a fraction M5NS-Ig-90.1	Multiplies mentally proper fractions with denominators up to 10 M5NS-Ig-90.1
II.CONTENT	Number and number Sense				
III.LEARNING RESOURCES					
A.References					
1.Teacher's Guide pages	CG p. 55	CG p. 55	CG p. 55	CG p. 55	CG p. 55
2.Learners's Materials pages					
3.Textbook pages					

4.Additional materials from learning resource (LR) portal					
B.Other Learning Resource	metacards, pocket chart, colored paper, acetate film	Show me cards, chart	fraction cards, picture, activity sheet, power point presentation	show–me-boards, real objects	Charts, flash cards
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	Directions: Change the following fractions to lowest terms. Review LET'S MATCH THE BOXES Materials: fraction metacards	Drill Directions: Determine whether the fraction is in lowest terms. Clap once when YES and clap twice when NO Review Individual Activity Materials: Show-me-cards	Drill Strategy: "PASS IT ON" Materials: Activity Sheet and Flash Cards Review Strategy: "WHERE'S MY BABY?"	Drill Visualization of fractions Strategy: drawing on show-me-boards Directions: Show the following by drawing Review Strategy: Group Contest	1. Drill Directions: Have a drill on basic multiplication and division facts using flash cards 2. Review Strategy : Cooperative Learning Multiplying Fraction by Whole
B.Establishing a purpose for the lesson	(Show a different colored papers that have been folded into halves, thirds, fourths, etc.) Class, into how many equal parts is this paper divided? Now we will help Mang Pilo in his vegetable farm.	Who among you have vegetables garden at your backyard? What are the plants planted in your vegetable garden? How does it help you and your family?	Show a picture of a whole pizza. Into how many parts does this pizza divided? When you have slices of pizza, what do you usually do? Are you willing to share part of it to someone?	Who among you are members of any organization in school? In what club are you a member? What are the activities that you and your co-members do?	We're done with multiplying whole number and a fraction. Let us now try to multiply fractions mentally
C.Presenting Examples/ instances of the new lesson	Presentation of the problem	Presentation of the problem	Strategy: Problem Opener (using Concept Development	Strategy: Problem Opener (using Concept Development	Strategy: Problem Opener (using Concept Development
D.Discussing new concepts and practicing new skills #1	Performing Activities Answer the following questions: Questions a. What are given? b. What is being asked? c. What is the number sentence?	Performing the Activities Group Work Group the class into five teams. Let them solve the problem for a few minutes	The teacher must first ask some comprehension questions about the problem. What did Lita receive? Materials: cutouts of animals and their respective baby animals. Mechanics: a) This activity will be done by the whole class. b) Teacher will distribute cutouts of animals with fraction. c) Cutouts of mother animals with exercises on multiplying fraction and a whole number will be posted on the board. 34 x 3 , 56 X 2 , 17 x 4 , 23 x 6 , 45 8	Performing the Activities Pupils will be divided into 4 teams. Each team will be given objects like popsicle sticks, caps or other real objects. They are going to take one-fifth of the 40 objects and determine how many one-fifth of them is. They can use other fraction and record their answers. The pupils must also write the number sentences Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Performing the Activities Group the pupils into five learning teams. Let them answer the given questions mentally

			d) Pupils in pair will solve the exercises and look for the cutout of the baby animal which has the correct answer. e) As they found the baby animal, they will go to the board and post the baby beside its mother animal. f) Joker will be provided by having other baby animals with incorrect answers. a) 🎬 The first pupil in each group gives the answer in lowest term. 🎬 The group who gives the correct answer will be given a point. 🎬 Continue this activity up to 5th or 6th round. 🎬 The group with the most number of points will be the winner. 🎬 What part of a pie did she receive? 🎬 Why did Lita share her pizza to her seatmate? 🎬 If you were Lita will you do the same? Why? b. Analyze the problem by asking the following questions: 🎬 What is asked in the problem? 🎬 What are given in the problem? 🎬 What do you think are the operations to be used to solve the problem? 🎬 How will you solve the problem? 🎬 What equation can you make to solve the problem?		
E. Discussing new concepts and practicing new skills #2	Processing Activities 🎬 What are given in the problem? Expected Answer	After all the groups have presented their answers, look back at the given example.	Group the pupils into five working teams. Ask them to work cooperatively in finding the answers to the problem. Give	Processing the Activities 🎬 What is asked in the problem? 🎬 What facts are given?	Processing the Activities How did you find the activity?

	3/4 hectare piece of land and 1/3 of it with sweet corn 🎬 What is being asked? Expected Answer The part of the land planted with sweet corn. 🎬 What is the number sentence? Expected Answer 1/3 x 3/4 = N Let us use this piece of cartolina to visualize the land of Mang Pilo. If this whole cartolina represents 1 hectare, how will you represent the ¾ hectare piece of land (Pupils may fold the whole colored paper horizontally into 4 equal parts and then shade **34**.)	To multiply a fraction and a whole number, consider the whole number as a fraction whose denominator is 1. We follow the following procedure,	them enough time to think and perform the task.	🎬 What operation are we going to use? N= 15 of 40 N= 15 x 40 🎬 How did you get 8? 🎬 How do you change 40 into a fraction? 🎬 So, what would be the equation now? N= 15 x 401 🎬 What do you do with the numerator? Denominator? 🎬 How do you express your product?	How did you get the product without using paper and pencil? To what kind of fractions are dealing with? For solution 1 – we multiply the numerator by numerator, denominator by the denominator and reduce the answer to simplest form . For solution 2 - we apply cross cancellation by using the the GCF.
F.Developing Mastery	Directions: Try to visualize this problem using paper-folding method.	Multiply the following fractions. Reduce the answer to lowest terms if possible	Directions: Find the product. Express the answer in simplest form if possible	Reinforcing the Concept and Skill A. Directions: Find the products of the following. Use cancellation before multiplying whenever possible.	Directions: Give the products of the following mentally
G.Finding Parctical application of concepts and skills in daily living	Directions: Visualize the answer the problem below Luisa help her mother cleaning their house. He finished cleaning after 5/6 of an hour. If she spend 2/7 of it sweeping the floor, what part of an hour did she spend sweeping the floor?	Multiply the following fractions. Reduce the answer to lowest terms if possible	Group Activity: Directions: Find each product. Express the answer in lowest term if possible.	Applying to New and Other Situations Directions: Read and solve each problem carefully. Label all answers. a. Brian has 4 liters of paint. He used 58 of it to paint the doghouse. How many liters of paint was used for the doghouse. b. In a class of 48 pupils, 46 were boys. How many were girls? c. During a sale, Joy paid only 34 of the price of the bag. How much did she pay if the bag had a marked price of Php500?	Directions: Using the data below, create a problem for each of the following: a. One-step word problem involving addition of fractions b. One-step word problem involving subtraction of fractions c. Two-step word problem involving addition and subtraction of fractions Name Fruit Bought Quantity (in kg) 1. Sharon Lanzones ½ 2. Tabern Guava ½ 3. Dick Rambutan ¼

H.Making generalization and abstraction about the lesson	To visualize multiplication of fractions: 🎬 We can use paper folding, drawing and the like	How do we multiply fractions and a whole number?	To multiply fraction by another fraction: 🎬 Multiply both the numerators. 🎬 Multiply both the denominators. 🎬 Express or reduce the answer in lowest term if possible.	Summarizing the Lesson To multiply fraction by a whole number, 🎬 Multiply the whole number by the numerator of the fraction to get the numerator of the product. 🎬 Copy the denominator of the fraction to get the denominator of the product. 🎬 Express the obtained product in lowest terms	🎬 Lead the pupils to give the generalization. How do you multiply mentally proper fractions? 🎬 To create word problems involving addition or subtraction of fractions do the following: 🎬 Familiarize yourself with the concept. 🎬 Think of the problem you want to create. a. Consider the character, cite the situation/setting, data presented, word problem to be created, and the key question. b. Ensure that the word problem is clearly stated and practical.
I.Evaluating learning	Directions: Illustrate the product of the following using drawing. a.9/10 of 16/20 b.4/12 of 1/4 c. 4/5 of 3/7 d. 6/9 of /14 e. 5/ 6 of 7/12	Multiply the following fractions. Reduce the answer to lowest terms if possible.	Directions: Find the product and reduce the answer in lowest term if possible.	Directions: Write each answer in lowest term. a) 5x7/8 = N b) 3/7 x 21 = N c) 1/5x23 = N d) What is 1/4 of 80? e) How many is 27 of 1/4?	Directions: Using the data below, create a one –step word problem involving (a) addition of fractions and (b) subtraction of fractions.
J.additional activities for application or remediation	Directions: Visualize the product of the following using paper-folding method.	Directions: Find the product. Reduce the answers in their lowest terms if possible.	Give the product in simplest form.	Directions: Find the product. Express the answers in lowest terms. a. 4 x 2/ 5 = _____ c. 5/9 x 11 = _____ b. 8 x 5/7 = _____ d. 4/7 x 15 = _____	Directions: Give the product: a. ½ x ¾ = b. 78x 1/2= c. 4 5x 7/9=
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	*Strategies used that work well:*	*Strategies used that work well:*	*Strategies used that work well:*	*Strategies used that work well:*	*Strategies used that work well:*

I wish to share with other teachers?	**___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?***	**___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?***	**___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?***	**___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	**___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

	___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	___ 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	___ 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
	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works
	Planned Innovations: __Contextualized/Localized and Indigenized IM's __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	*Planned Innovations:* __Contextualized/Localized and Indigenized IM's __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	*Planned Innovations:* __Contextualized/Localized and Indigenized IM's __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	*Planned Innovations:* __Contextualized/Localized and Indigenized IM's __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	*Planned Innovations:* __Contextualized/Localized and Indigenized IM's __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition