

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	V
	Teacher:		Learning Area:	MATHEMATICS
	Teaching Dates and Time:	NOVEMBER 14 - 18, 2022 (WEEK 2)	Quarter:	2ND QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES					
A.Content Standards	Demonstrate understanding of decimals		Demonstrate understanding of decimals	Demonstrate understanding of decimals	Demonstrate understanding of decimals
B.Performance Standards	The learner is able to recognize and present decimals in various forms and context.		The learner is able to recognize and present decimals in various forms and context.	The learner is able to recognize and present decimals in various forms and context.	The learner is able to recognize and present decimals in various forms and context.
C.Learning Competencies/Objectives	Compares and arranges decimal numbers. K to 12 Math 5 Curriculum (M5NS-IIb-104.2)		Visualizes addition and subtraction of decimals. K to 12 Mathematics 5 Curriculum (M5NS-IIb- 105)	Adds and subtracts decimal numbers through thousandths with regrouping. K to 12 Mathematics 5 Curriculum (M5NS-IIb-106.1)	Adds and subtracts decimal numbers through thousandths without regrouping. K to 12 Mathematics 5 Curriculum (M5NS-IIb-106.1)
II.CONTENT	Number and Number sense		Number and Number sense	Number and Number sense	Number and Number sense
III.LEARNING RESOURCES					
A.References	Lesson 32		Lesson 33	Lesson 34	Lesson 34
1.Teacher's Guide pages	Quarter 2 Week 2pp.		Quarter 2 Week 2 pp.	Quarter 2 Week 2 pp.	Quarter 2 Week 2pp.
2.Learners's Materials pages	Quarter 2 Week 2 pp.		Quarter 2 Week 2 pp.	Quarter 2Week 2 pp.	Quarter 2 Week 2pp.
3.Textbook pages					
4.Additional materials from learning resource (LR) portal	charts		charts	charts	charts
B.Other Learning Resource					
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	Ask about rounding off decimals through hundredths and thousandths		Write <, >, or = on the blank to make the sentence true. a) 0.1114 ____ 0.2202 b) 0.1090 ____ 0.1009 c) 0.999 ____ 0.1000	Ask about visualizes addition and subtraction of decimals	Ask about visualizes addition and subtraction of decimals

B.Establishing a purpose for the lesson	In a school athletics meet, John clocked 1.28 minutes in a 100-meter run while Andy reached the finish line in 1.32 minutes. Who ran faster? Ask: What number comes first, 1.28 or 1.32? Which number is greater, 1.28 or 1.32? Tell the pupils that it is not only in sports one should be aim to reach the finish line first. One should do his/her task on time		Have you been to a sari-sari store? Have you try to compute the amount of the things/item that you bought? Do you find it easily to compute? Ask: Do you count the change that you receive after buying? Why? Let the pupils realize that it is importance of accuracy in basic addition and subtraction in our daily routines.	Present items bought in a store with a given price. Ask: Do you always have your things needed in school? Ask: What should you do to the things that you used in school? Do you keep it orderly and use as needed? Emphasize the value of being orderly and thrifty to the resources/ things that we have.	Present items bought in a store with a given price. Ask: Do you always have your things needed in school? Ask: What should you do to the things that you used in school? Do you keep it orderly and use as needed? Emphasize the value of being orderly and thrifty to the resources/ things that we have.
C.Presenting Examples/ instances of the new lesson	Present the following problems to the class		Present the following problems to the class	Present the following problems to the class	Present the following problems to the class
D.Discussing new concepts and practicing new skills #1	How do we compare and arrange decimal numbers?		How do we visualizes addition and subtraction of decimals?	How do we add or subtract decimals?	How do we add or subtract decimals?
E.Discussing new concepts and practicing new skills #2	A. Encourage the pupils to work in pairs. Give them time to solve for the answer to the problem by illustration. Solution 1: By using a number line. Solution 2: Use the place value chart.		A. Encourage pupils to use grid lines to solve the problem. Instruct the pupils to do the following: 1. Count a 10 x 10 squares on a graphing paper. 2. Cut four sets of 10 x 10 squares to be used to solve the problem. 3. Color two sets of 10 x 10 squares based from the number of squares tiles on the given problem. 4. For the third set of 10 x 10 squares colored it with both red and blue as indicated in the problem. Let them count the total number of square which are both red and blue. 5. Let the pupils colored the remaining numbers of squares with green. Do it on the fourth set of 10 x 10 squares.	Ask the pupils to work in groups in solving the problem. Step 1: Arranged the numbers vertically. Then add the numbers from 5.715 km right to left. Put the decimal point on its corresponding place. Step 2: Arranged the numbers vertically. Subtract the numbers from 1.814 km right to left. Put the decimal point on its corresponding place. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Ask the pupils to work in groups in solving the problem. Step 1: Arranged the numbers vertically. Then add the numbers from 5.715 km right to left. Put the decimal point on its corresponding place. Step 2: Arranged the numbers vertically. Subtract the numbers from 1.814 km right to left. Put the decimal point on its corresponding place.

F.Developing Mastery	After all groups presented their answers, ask: Which group/s was/were able to give all correct answers? Which group/s missed an answer? Which group/s was/were not able to give any correct answer? Ask: How do we compare decimals? How do we order decimals?		After all groups presented their answers, ask: How did you find the activity? How did you solve the total number of red and blue square tiles? How about the green tiles? How did you do it? Ask: • What strategy was used in solving the problem? • Does it help you to clearly see the addition and subtraction of decimals through visualization?	After the group presented and checked their work, call on the leader to relate what they have done to solve the problem. Ask: How do we add decimals through thousandths with or without regrouping? Did you move the decimal point of the sum of decimals? How do you subtract decimals through thousandths with or without regrouping? Did you move the decimal point of the difference of decimals?	After the group presented and checked their work, call on the leader to relate what they have done to solve the problem. Ask: How do we add decimals through thousandths with or without regrouping? Did you move the decimal point of the sum of decimals? How do you subtract decimals through thousandths with or without regrouping? Did you move the decimal point of the difference of decimals?
G.Finding Parctical application of concepts and skills in daily living	A. Read and solve the following. 1. Jeremiah and Catherine are both honor pupils in their school. For the first quarter, Jeremiah's average is 93.1 while Catherine's average is 93.095. Who topped the first quarter?		A. Read, analyze and solve the following. 1. During a vacation, Ben's records showed gasoline purchases of 19.75 gallons, 15.4 gallons, 13.85 gallons and 21.06 gallons. How many gallons of gasoline did he buy? 2. The perimeter of a triangle is equal to the sum of the length of its sides. Find the perimeter of a triangle whose sides are 8.75 cm, 9.6 cm and 10.375 cm.	A. Read, analyze and solve. 1. Alex traveled 41.3 kilometers on Monday and 53.75 kilometers on Tuesday. How many kilometers did he travel in two days? 2. In a midnight sale, a radio cassette player was sold at P 1 449.95. If it's regular price was P 1 950.50, how much less was the sale price?	A. Read, analyze and solve. 1. Alex traveled 41.3 kilometers on Monday and 53.75 kilometers on Tuesday. How many kilometers did he travel in two days? 2. In a midnight sale, a radio cassette player was sold at P 1 449.95. If it's regular price was P 1 950.50, how much less was the sale price?
H.Making generalization and abstraction about the lesson	In comparing and ordering decimals: Line up decimals. Write equivalent decimals if necessary. Begin at the left. Compare to find the first place where the		In adding/subtracting decimals: • Write the decimals in a column, aligning the decimal	In adding/subtracting decimals follow these steps: • Arrange the numbers in column. Align the decimal	In adding/subtracting decimals follow these steps: • Arrange the numbers in column. Align the

			points. Use 0 as place holder when needed. • Add/subtract as you would add/subtract whole numbers. Regroup if necessary • Place the decimal point in the result aligned with the other decimal points.	points. Use 0 as placeholder if needed. • Add/subtract as you would add/subtract whole numbers from right to left. • Place a decimal point in the sum/ difference. Align this with the other decimal points.	decimal points. Use 0 as placeholder if needed. • Add/subtract as you would add/subtract whole numbers from right to left. • Place a decimal point in the sum/ difference. Align this with the other decimal points.
I.Evaluating learning	A. Order the given decimals from greatest to least. 1. 0.5 0.49 0.53 0.51 0.503 B. Compare these decimals by writing <, > or = in the blank. 1. 0.162 ____ 0.106 2. 0.036 ____ 0.031 3. 0.4 ____ 0.40		A. Complete the illustration by shading or coloring them correctly showing the given addition or subtraction statements. Take note that each squares represents 0.001.	A. Perform the indicated operation. 1. 16.00 15.47 <u>+ 0.324</u>	A. Perform the indicated operation. 1. 16.00 15.47 <u>+ 0.324</u>
J.additional activities for application or remediation	A. Compare these decimals by writing <, > or = in the blank. 1. 0. 008 ____ 0.0009 2. 0.19321 ____ 0.19231		A. Draw an illustration that will represent the following. 1. 0.085 – 0.076 2. 0.063 + 0.009 3. 0.098 – 0.075 4. 0.025 + 0.018 5. 1.041 + 0. 043	A. Add or subtract. Match with the correct answer. 1. 0.257 + 0.212 a. 0.525 2. 0.928 – 0.403 b. 0.766 3. 0.754 – 0.22 c. 0.469 4. 0.316 + 0.45 d. 0.987 5. 0.863 + 0.124 e. 0.534	A. Add or subtract. Match with the correct answer. 1. 0.257 + 0.212 a. 0.525 2. 0.928 – 0.403 b. 0.766 3. 0.754 – 0.22 c. 0.469 4. 0.316 + 0.45 d. 0.987 5. 0.863 + 0.124 e. 0.534
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 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	____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 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	____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

	___ 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.	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 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.	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.	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 help me 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.	<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.	<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.	<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.	<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: ___ <i>Explicit Teaching</i> ___ Group collaboration ___ Gamification/Learning through 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	___ 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: ___ <i>Explicit Teaching</i> ___ Group collaboration ___ Gamification/Learning through play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method Why? ___ Complete IMs ___ Availability of Materials	___ 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: ___ <i>Explicit Teaching</i> ___ Group collaboration ___ Gamification/Learning through play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method Why? ___ Complete IMs ___ Availability of Materials	___ 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: ___ <i>Explicit Teaching</i> ___ Group collaboration ___ Gamification/Learning through play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method Why? ___ Complete IMs ___ Availability of Materials	___ 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: ___ <i>Explicit Teaching</i> ___ Group collaboration ___ Gamification/Learning through play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method Why? ___ Complete IMs ___ Availability of Materials
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