

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	IV
	Teacher:	File Created by DepEd Click	Learning Area:	MATHEMATICS
	Teaching Dates and Time:	SEPTEMBER 12- 16, 2022 (WEEK 4)	Quarter:	1ST QUARTER

	LUNES	MARTES	MIYERKULES	HUWEBES	BIYERNES
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I. OBJECTIVES				
A. Content Standards	Demonstrates understanding of multiplication and division of whole numbers including money			
B. Performance Standards	Is able to apply multiplication and division of whole numbers including money in mathematical problems and real-life situations			
C. Learning Competencies/ Objectives (Write the LCcode for each)	Multiplies mentally 2-digit by 1-to 2-digit numbers with products up to 200 and explains the strategies used. M4NS-Id-42.3			
II. CONTENT (Subject Matter)	Multiplying Mentally 2-digit by 1- to 2-digit Numbers multiply mentally 2-digit by 1-to 2-digit numbers with products up to 200.	Multiplying Mentally 2-digit by 1- to 2-digit Numbers multiply mentally 2-digit by 1-to 2-digit numbers with products up to 200.	Multiplying Mentally 2-digit by 1- to 2-digit Numbers multiply mentally 2-digit by 1-to 2-digit numbers with products up to 200.	Multiplying Mentally 2-digit by 1- to 2-digit Numbers multiply mentally 2-digit by 1-to 2-digit numbers with products up to 200.
III. LEARNING RESOURCES A. References				
1. Teacher's Guide pages	Math 4, Module 7		Math 4, Module 7	
2. Learner's Material pages				
3. Textbook pages				
4. Additional Materials from Learning Resource LR portal				

B. Other Learning Resources	Flashcards, pictures, illustrations	Cutouts, activity sheets, pictures	Cutouts, activity sheets, pictures
IV. PROCEDURE			
	<p>What I Know</p> <p>Multiply mentally.</p> <p>1. $7 \times 6 = 6$. $14 \times 3 =$ 2. $3 \times 8 = 7$. $23 \times 2 =$ 3. $5 \times 12 = 8$. $14 \times 11 =$ 4. $10 \times 4 = 9$. $22 \times 9 =$ 5. $12 \times 6 = 10$. $13 \times 12 =$</p>	<p>What is It</p> <p>Before we discuss the processes used to find the answer to the problem presented, let us first answer the comprehension questions presented earlier.</p> <ul style="list-style-type: none"> • What did Jayson plant in pots? o Jason planted seedlings in pots. • How many rows of seedlings are there? o There are 3 rows of seedlings. • How many seedlings does each row have? o There are 12 seedlings in each row. • What is asked in the problem? o The number of seedlings planted in all 	<p>What I Can Do</p> <p>Without the use of paper and pencil, give the products of the following.</p>
	<p>What's In</p> <p>Before we proceed with our new lesson, let's have a review on multiplying 2-digit numbers by 1- to 2-digit numbers.</p> <p>Give the product.</p> <div> <div>1. $\begin{array}{r} 64 \\ \times 3 \\ \hline \end{array}$</div> <div>2. $\begin{array}{r} 13 \\ \times 2 \\ \hline \end{array}$</div> <div>3. $\begin{array}{r} 21 \\ \times 7 \\ \hline \end{array}$</div> <div>4. $\begin{array}{r} 12 \\ \times 8 \\ \hline \end{array}$</div> <div>5. $\begin{array}{r} 15 \\ \times 4 \\ \hline \end{array}$</div> <div>6. $\begin{array}{r} 23 \\ \times 5 \\ \hline \end{array}$</div> <div>7. $\begin{array}{r} 13 \\ \times 10 \\ \hline \end{array}$</div> <div>8. $\begin{array}{r} 11 \\ \times 9 \\ \hline \end{array}$</div> <div>9. $\begin{array}{r} 10 \\ \times 12 \\ \hline \end{array}$</div> <div>10. $\begin{array}{r} 25 \\ \times 3 \\ \hline \end{array}$</div> </div>	<p>What's More</p> <p>Give the products of each pair of factors mentally. You may use any of the two methods previously discussed.</p> <div> <div>1. $\begin{array}{r} 15 \\ \times 12 \\ \hline \end{array}$</div> <div>2. $\begin{array}{r} 13 \\ \times 11 \\ \hline \end{array}$</div> <div>3. $\begin{array}{r} 14 \\ \times 13 \\ \hline \end{array}$</div> <div>4. $\begin{array}{r} 12 \\ \times 14 \\ \hline \end{array}$</div> <div>5. $\begin{array}{r} 22 \\ \times 5 \\ \hline \end{array}$</div> </div> <div> <p>Are you done answering? If yes, time to check. Please go to page 8 for the Answer Key.</p>  </div>	<p>Assessment</p> <p>Without the use of paper and pencil, give the products of the following.</p> <div> <div>1. $\begin{array}{r} 19 \\ \times 10 \\ \hline \end{array}$</div> <div>2. $\begin{array}{r} 11 \\ \times 18 \\ \hline \end{array}$</div> <div>3. $\begin{array}{r} 15 \\ \times 11 \\ \hline \end{array}$</div> <div>4. $\begin{array}{r} 14 \\ \times 12 \\ \hline \end{array}$</div> <div>5. $\begin{array}{r} 16 \\ \times 11 \\ \hline \end{array}$</div> <div>6. $\begin{array}{r} 75 \\ \times 2 \\ \hline \end{array}$</div> <div>7. $\begin{array}{r} 17 \\ \times 4 \\ \hline \end{array}$</div> <div>8. $\begin{array}{r} 32 \\ \times 3 \\ \hline \end{array}$</div> <div>9. $\begin{array}{r} 15 \\ \times 6 \\ \hline \end{array}$</div> <div>10. $\begin{array}{r} 23 \\ \times 7 \\ \hline \end{array}$</div> </div>
	<p>What's New</p> <p>Let's start our new lesson with a story problem. Please read carefully and analyze the problem.</p>		

	<div><p>Jayson planted 3 rows of seedlings in pots. Each row had 12 seedlings. How many seedlings did he plant in all?</p><p>What did Jayson plant in pots? How many rows of seedlings are there? How many seedlings does each row have? What is asked in the problem? How can we mentally find the answer to this problem?</p></div>	

E. Which of my teaching strategies worked well? Why did these work?	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks
F. 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	___ 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
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	<i>Planned Innovations:</i> ___ Localized Videos ___ Making use big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	<i>Planned Innovations:</i> ___ Localized Videos ___ Making use big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	<i>Planned Innovations:</i> ___ Localized Videos ___ Making use big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	<i>Planned Innovations:</i> ___ Localized Videos ___ Making use big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	<i>Planned Innovations:</i> ___ Localized Videos ___ Making use big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition