



GRADES 1 to 12
DAILY LESSON LOG

School:	Visit DepEdresources.com for more	Grade Level:	V
Teacher:		Learning Area:	MATH
Teaching Dates and Time:	AUGUST 29 – SEPTEMBER 1, 2023 (WEEK 1)	Quarter:	1 ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES		Visualize numbers up to 10 000 000 with emphasis on numbers 100 001 – 10 000 000	Read and write numbers up to 10 000 000 in symbols and in words	Round numbers to the nearest hundred thousands and millions	Round numbers to the nearest hundred thousands and millions
A. Content Standards		Demonstrates understanding of whole numbers up to 10 000 000.	Demonstrates understanding of whole numbers up to 10 000 000.	Demonstrates understanding of whole numbers up to 10 000 000.	Demonstrates understanding of whole numbers up to 10 000 000.
B. Performance Standards		Is able to recognize and represent whole numbers up to 10 000 000 in various forms and contexts.	Is able to recognize and represent whole numbers up to 10 000 000 in various forms and contexts.	Is able to recognize and represent whole numbers up to 10 000 000 in various forms and contexts.	Is able to recognize and represent whole numbers up to 10 000 000 in various forms and contexts.
C. Learning Competencies/Objectives Write for the LC code for each		M5NS-Ia-1.5	M5NS-Ia-9.5	M5NS-Ia-15.3	M5NS-Ia-15.3
II. CONTENT		Visualizing Numbers up to 10 000 000 with emphasis on numbers 100 001 – 10 000 000	Reading and Writing Numbers up to 10 000 000 in Symbols and in Words	Rounding Numbers to the Nearest Hundred Thousands and Millions	Rounding Numbers to the Nearest Hundred Thousands and Millions
III. LEARNING RESOURCES					
A. References					
1. Teacher’s Guide pages					
2. Learner’s Materials pages					
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resources		number discs, charts	problem chart,number cards, word cards,	activity sheet, manila paper	activity sheet, manila paper
IV. PROCEDURES					

A. Review previous lesson or presenting the new lesson
B. Establishing a purpose for the lesson
C. Presenting examples/instances of the new lesson
D. Discussing new concepts and practicing new skills #1

Associating numbers with sets having 100 001-10 000 000 objects
Have a drill on visualizing numbers 100 001-10 000 000 using number discs

Answer the assignment
Distribute a set of cards with numbers written in symbols and another set of cards with their equivalent in words. Tell the pupils to find their match. The first pair to match wins. Post the number pairs on the board.
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Review the rules in rounding off numbers.
Show a picture of a big crowd of people such as prayer rally/basketball game. Ask pupils to describe what they see in the picture.
Ask: Can you tell the exact number of people in the rally or watching the game?
Say: Sometimes there is no need for us to give the exact number. Instead we just estimate how many people or things are there."
Ask: Why is it important to estimate?

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The Boy Scouts from different schools in Laguna joined a Tree Planting activity. There were 123 121 trees planted in all. Do you know how big 123 121 is?

The total production of rice from 2011 – 2015 of a certain region is twenty-three million one hundred eighty thousand nine hundred five metric tons.
Ask: Is it correct to write the number as 23 180 950? Why? What is the correct way of writing this number?
How many digits does the number have? Can you read?
Ask the pupils the importance of farmers in our country. Lead them to the idea that farmers work harmoniously as a team to have a better harvest.

Guide the pupils to find the answer by estimation. Use a number line label it from 8 000 000 to 16 000 000.
Find 8 933 789
Ask: To what number is it closer? Are we going to round it up or round it down?
Find 15 249 345. (Repeat the process)
Provide more examples of rounding numbers using the number line.
Guide pupils to see the pattern when to round up and when to round down.

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Group the pupils into 5 teams. Distribute cutouts of number discs to the teams. Let the pupils use cutout of number discs to visualize 123 121.
After all the groups have presented their answers, look back at the given example.

Divide the class into four groups. Assign each group a task. Read and write the numbers in words from Manila paper or cartolina)
Group 1 – 13 345 400 – 13 345 401
Group 2 – 15 320 506 – 15 320 507

Group the pupils into four. Each group will be given an activity sheet to answer. Let the group exchange activity sheet to check their answers .
Post the activity sheet written on a manila paper on the board. Call some pupils to answer.

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	Ask: <i>How many 100 000 do we have? 1</i> <i>One 100 000s disc equals to how many? (100 000)</i> <i>How many 10 000 discs do we have? (2)</i> <i>Two 10 000s discs equal how many? (20 000)</i> <i>How many 1000s? (3)</i> <i>Three 1000s discs equal 3000.</i> <i>How many 100s? (1)</i> <i>One 100s disc equals 100</i> <i>How many 10s? (2)</i> <i>Two 10s discs equal 20</i> <i>How many 1s disc?</i> <i>One 1s disc equals to 1</i> Say : “ 123 121 means 1 hundred thousands, 2 ten thousands, 3 thousands, 1 hundreds, 2 tens and 1 ones. Give another example: (Explore and Discover) A group of doctors donated a total of 234 534 kilograms of rice to the earthquake victims. Can you imagine how big the number 234 534 is?	Group 3 – 10 234 709 – 10 324 800 Group 4 – 6 456 790 - 6 456 791 Have each group post their work on the board. Ask: <i>How were you able to do your task?</i> Call some pupils to read some numbers they have written. Ask:<i>How many digits do numbers from 13 345 400 – 13 345 4031have?</i> <i>In numbers 15 320 506 – 15 320 5097which digit is in the millions place.</i> <i>How did you write the numbers in symbols?</i> <i>How did you separate the millions and thousands from that of the digits of hundreds, tens and ones?</i> <i>How did you write the numbers in words?</i> <i>Do you still need to write zero when writing in words? Why?</i> Check the pupils answers.	Ask: <i>What is the rounding place if a number to be rounded to the nearest hundred thousand? Millions?</i> <i>What digit should be at the right of the digit in the rounding place in order to round down?</i> <i>What digit should be at the right of the digit in the rounding place in order to round up?</i> Give more examples.	board. Call some pupils to answer. Ask: <i>What is the rounding place if a number to be rounded to the nearest hundred thousand? Millions?</i> <i>What digit should be at the right of the digit in the rounding place in order to round down?</i> <i>What digit should be at the right of the digit in the rounding place in order to round up?</i> Give more examples.
E. Discussing new concepts and practicing new skills #2	Have the pupils answer “Get Moving”	Have the pupils answer “ Get Moving” Check for understanding and provide feedback.	Have the pupils answer “ Get Moving” Check for understanding and provide feedback.	Have the pupils answer “ Get Moving” Check for understanding and provide feedback.
F. Developing mastery	Have the pupils answer “Keep Moving”	Have the pupils answer “KeepMoving” Check for understanding and provide feedback	Have the pupils answer “KeepMoving” Check for understanding and provide feedback	Have the pupils answer “Keep Moving” Check for understanding and provide feedback
G. Finding practical applications of concepts and skills in daily living	Have the pupils answer “Apply Your Skills”	1. What is largest 7- digit number having different digits? Write it in symbols and in words 2. What is the number next to 234 456?	A. Solve each problem. 1.In fishponds of Aling Lulu, there were 1 567 890 tilapia fingerlings in the first pond, 567 890 in the second pond and 5 678 909 in the third pond. About how many fingerlings are there in all?	A. Solve each problem. 1.In fishponds of Aling Lulu, there were 1 567 890 tilapia fingerlings in the first pond, 567 890 in the second pond and 5 678 909 in the third pond. About how many fingerlings are there in all?

		Write it in symbol and in words 3. What is the smallest 6-digit number having different digits? Write it in symbol and in words 4. What is the number before 1 567 678? Write it in symbol and in words 5.What is the number between 890 789 and 890 791? Write it in symbol and in words Check for understanding and provide feedback	2.Mang Oyong harvested 234 678 kilograms of calamansi. About how many kilograms of calamansi were harvested? B. Apply Your Skills (see LM) Check for understanding and provide feedback	2.Mang Oyong harvested 234 678 kilograms of calamansi. About how many kilograms of calamansi were harvested? B. Apply Your Skills (see LM) Check for understanding and provide feedback
H. Making generalizations and abstractions about the lesson	Ask: How to visualize numbers from 100 001 to 10 000 000?	Guide the pupils to give the generalization by asking, “How do we read numbers up to 10 000 000?” “How do we write numbers?”	How to round off numbers?	How to round off numbers?
I. Evaluating learning	Draw number discs to show these numbers. 1.345 678 2.The farmers harvested a total of 567 234 kilograms of rambutan in one harvest season. 3.There were 3 478 290 people who joined the Save the Planet Earth movement. 4.About 12 390 234 baby clothes are produced by a factory in 5 years.	Match the numbers in symbols with the corresponding numbers in words. 1.35 567 000 2.9 781 560 3.456 890 4.3 000 000 5.34 789 089 a.Thirty – four million seven hundred eighty-nine thousand eighty- nine b.Three million c.Thirty- five million five hundred sixty-seven thousand d.Nine million seven hundred eighty- one thousand five hundred sixty	Round the following to the nearest: A. Hundred thousands 1. 2 345 456 _____ 2. 4 234 567 _____ 3. 6 561 345 _____ 4. 5 987 456 _____ 5. 8 234 567 _____ B. Millions 1. 9 123 451 _____ 2. 3 451 678 _____ 3. 7 987 567 _____ 4. 3 567 678 _____ 5. 7 789 123 _____	Round the following to the nearest: A. Hundred thousands 1. 2 345 456 _____ 2. 4 234 567 _____ 3. 6 561 345 _____ 4. 5 987 456 _____ 5. 8 234 567 _____ B. Millions 1. 9 123 451 _____ 2. 3 451 678 _____

	e.Four hundred fifty-six thousand eight hundred ninety				3. 7 987 567
					4. 3 567 678
					5. 7 789 123
J. Additional activities for application or remediation	Draw number discs to show these numbers. 1.456 789 2. 3 456 678 3. 34 123 127 4. 67 890 780 5. 789 561				
V. REMARKS					
VI. REFLECTION					
A. No. of learners who earned 80% in the evaluation.					
B. No. of learners who require additional activities for remediation who scored below 80%.					
C. Did the remedial lessons work? No. of learners who have caught up with the lesson.					
D. No. of learners who continue to require remediation.					
E. Which of my teaching strategies worked well? Why did these work?					
F. What difficulties did I encounter which my principal or supervisor can help me solve?					
G. What innovation or localized materials did I use./discover which I wish to share with other teachers?					