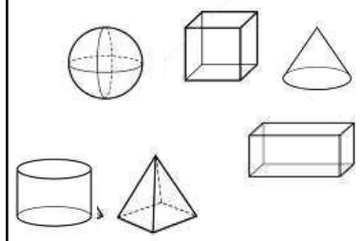
GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	V
	Teacher:	*Credits to the writer of this DLL*	Learning Area:	MATHEMATICS
	Teaching Dates and Time:	MARCH 20-24, 2023 (WEEK 6)	Quarter:	3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES	Formulates the rule in Finding the next term in a sequence.				
A. Content Standards	demonstrates understanding of the concept of sequence and solving simple equations.	demonstrates understanding of the concept of sequence and solving simple equations.	demonstrates understanding of the concept of sequence and solving simple equations.	demonstrates understanding of the concept of sequence and solving simple equations.	Weekly Test
B. Performance Standards	1. is able to apply the knowledge of sequence in various situations. 2. is able to use different problem solving strategies.	1. is able to apply the knowledge of sequence in various situations. 2. is able to use different problem solving strategies.	1. is able to apply the knowledge of sequence in various situations. 2. is able to use different problem solving strategies.	1. is able to apply the knowledge of sequence in various situations. 2. is able to use different problem solving strategies.	
C. Learning Competencies/Objectives Write the LC code for each	formulates the rule in finding the next term in a sequence. e.g. 1, 3, 7,15, (15 x 2+1) Possible answers: (x 2 + 1) (+2, +4, +8, +16) **M5AL-IIIf-6** **M5AL-IIIf-6**	formulates the rule in finding the next term in a sequence. e.g. 1, 3, 7,15, (15 x 2+1) Possible answers: (x 2 + 1) (+2, +4, +8, +16) **M5AL-IIIf-6** **M5AL-IIIf-6**	Uses different strategies (looking for a pattern, working backwards, etc) to solve for the unknown in simple equations involving one or more operations on whole numbers and fractions.. **M5AL-IIIf-14**	Uses different strategies (looking for a pattern, working backwards, etc) to solve for the unknown in simple equations involving one or more operations on whole numbers and fractions.. **M5AL-IIIf-14**	
II. CONTENT	Pattern and Algebra	Pattern and Algebra	Pattern and Algebra	Pattern and Algebra	
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages					
2. Learner's Material pages					
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resources	drawings of patterns, picture cards	drawings of patterns, picture cards	number patterns, flashcards	number patterns, flashcards	

IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Guessing Game Divide the class into 4 groups. Show them the picture cards. Let them guess the name of the figure.		**Review** Guessing Game a.Divide the class into 4 groups. b.Teacher will flashes cards with number pattern. Let them guess the missing term. c.The group that first guess the correct answer will get a point. d.The group with the highest score wins the game		
B. Establishing a purpose for the lesson	Formulates the rule in Finding the next term in a sequence.	Formulates the rule in Finding the next term in a sequence.	. 3. Motivation Who will give you your daily allowance? How much was it? Did you spend them all? Why or why not? What character traits did you show		
C. Presenting examples/instances of the new lesson	Have a game on identifying whether a number is odd or even. Group the pupils into 2. As group 1 gives a number, Group 2 answers odd or even, then have them do it vice-versa. Ask: Have you tried answering a number pattern with missing terms? Let them know that odd or even numbers are used in number patterns. Have a game on identifying whether a number is odd or even. Group the pupils into 2. As group 1 gives a number, Group 2 answers odd or even, then have them do it vice-versa. Ask: Have you tried answering a number pattern with missing terms? Let them know that odd or even numbers are used in number patterns. Have a game on identifying whether a number is odd or even. Group the pupils into 2. As group 1 gives a number, Group 2 answers odd or even, then have them do it vice-versa. Ask: Have you tried answering a number pattern with missing terms? Let them know that odd or even numbers are used in number patterns.		Carla received a weekly allowance of Php250.00 from her parents. She wants to save some money for her future use. On Monday, she deposited Php15.00 in her piggy bank. She deposited twice as much on Tuesday and Friday. How much money did Carla deposit? 		

	Have a game on identifying whether a number is odd or even. Group the pupils into 2. As group 1 gives a number, Group 2 answers odd or even, then have them do it vice-versa. Ask: Have you tried answering a number pattern with missing terms? Let them know that odd or even numbers are used in number patterns.		
D. Discussing new concepts and practicing new skills #1	Mrs. Reyes presented these number patterns to his Math class. 1, 3, 7, 15, 31, 63 Ask : What do you think is the rule/pattern used to find the 2nd term? 3rd ? 4th? 5th? 6th? 1 x 2 + 1 = 3 15 x 2 + 1 = 31 3 x 2 + 1 = 7 31 x 2 + 1 = 63 7 x 2 + 1 = 15 Patterns : (x 2 + 1) or (+2, +4, +8, +16, +32)	**Performing the Activities** Group the pupils into 4. Let them answer this problem. Write your solution and present your work when all the groups have done. At a bake sale Mrs. Smith sold 6 dozen cookies before lunch. After lunch, Mrs. Smith sold another 7 dozen cookies. When it was time to leave, they had 2 dozen cookies left. How many cookies did she have at the start of the bake sale? 2 + 7 + 6 = 15 She had 15 dozen of cookies at first	
E. Discussing new concepts and practicing new skills #2	Group the pupils into 4. Let them answer items a to d by formulating/finding the rule in finding the next term in a sequence. Group 1 will answer a, Grp.2 for b, Grp. 3 for c, Grp. 4 for d. Let the pupils present their work on the board. 2, 5, 14, 41, 122 (x 3 – 1) 1, 5, 13, 29, 61 (x 2 + 3) 1, 12, 34, 78, 166 (+5 x 2) 6, 9, 15, 27, 51 (- 2 x 2 + 1)	**1. Processing the Activities** Ask the groups to present and discuss their answers on the board. How did you find the activity? How do you solve the problem	
F. Developing mastery (Leads to Formative Assessment 3)	How did you find the activity ? How were you able to find the answer to the	**Reinforcing the Concept and Skill** a.Discuss the presentation under " Explore and Discover " in LM.	

	number pattern? Expected answers : Determine the order of numbers if it is ascending or descending. Find the difference between the consecutive terms. To find the rule of the next term, use the difference between terms.	b.For more practice, Have the pupils work on " Get Moving " Ask the pupils to work on the exercises under " Keep Moving	
G. Finding practical applications of concepts and skills in daily living	Discuss the presentation under " Explore and Discover " in LM. For more practice, Have the pupils work on " Get Moving " Ask the pupils to work on the exercises under " Keep Moving "	**Applying to New and Other Situations** Ask the pupils to solve problems under " Apply Your Skills " in LM	
H. Making generalizations and abstractions about the lesson	Lead the pupils to give the following generalization by asking : How do we find / formulate the rules in finding the next term in a sequence? Determine the order of numbers if it is ascending or descending. Find the difference between the consecutive terms. To find the rule of the next term, use the difference between terms.	**Summarizing the Lesson** To solve a problem using **working backwards strategy** • students find the solution to a problem by starting with the answer and using inverse operations to undo the steps stated in the problem. e.g. a + b = c : c – a = b • students found the answer by starting with the end result and working back to the beginning.	
I. Evaluating learning	Write the rule used for each sequence, then write the missing number. 3, 7, 11, 15, ____ 19 (+4) 5, 9, 17, 33, ____ 65 (x 2 – 1) 20, 12, 8, 6, ____ 5 (÷ 2 + 2)	**A. Assessment** Read, analyze and solve the problems carefully. 1.After finishing her shopping, Chelsea wants to have Php25 left. She plans to buy sandals for Php45 and a purse for Php20. How much money does she need? 2.Hannah ordered 2 suits for Php175 each and a pair of shoes. The total cost was Php395. What was the cost of the shoes?	

	2, 8, 26, 80, ____ 242 (x 3 + 2) 36, 69, 135, 267, ____ 531 (x 2 – 3)		3It snowed twice as much in January as in December. December had 1 inch less snowfall than March. March had 4 inches of snow. How much snow fell in January? 3.Jack walked from Santa Clara to Palo Alto. It took 1 hour 25 minutes to walk from Santa Clara to Los Altos. Then it took 25 minutes to walk from Los Altos to Palo Alto. He arrived in Palo Alto at 2:45 P.M. At what time did he leave Santa Clara? 3.Mary has some jelly beans. Joan had 3 times as many as Mary but ate 4 and now she has 5. How many jelly beans does Mary have?		
J. Additional activities for application or remediation			**A. Home Activity** Solve the following problems. Show your solution. 1. When Jose rode on a bus, he noticed some people sitting. At the next bus stop, 5 people got on and 2 people got off. Two stops later, 7 people got on. All 15 people got off the bus at the terminal station. How many people were in the bus when Jose got on the bus? 2. Sarah got on the school bus. At the stop after Sarah's, 7 students got on. Five students got on the bus at the next stop. At the last stop before the school, 9 students got on. When the bus arrived at school, 38 students got off. How many students were already on the bus when Sarah got on		
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?					