

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	V
	Teacher:		Learning Area:	MATHEMATICS
	Teaching Dates and Time:	AUGUST 29 - SEPTEMBER 2, 2022 (WEEK 2)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	1. understanding of whole numbers up to 10 000 000. 2. demonstrates understanding of divisibility, order of operations, factors and multiples, and the four fundamental operations involving fractions				
B. Performance Standards	1. is able to recognize and represent whole numbers up to 10 000 000 in various forms and contexts. 2. 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	Uses divisibility rules for 4, 8, 12 and 11 to find common factors Code: M5NS-Ib 58.3/ Page 53 of 109				Weekly Test
II. CONTENT	Using Divisibility rules for 4, 8, 12 and 11 to find common factors				
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				flash cards, pocket chart, problem written on the chart.	
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	1.Drill Division a. $488 \div 8 = n$ b. $168 \div 4 = n$ c. $132 \div 12 = n$				

	d.$143 \div 11 = n$ 2.Review Conduct a review on the divisibility rules of 3, 6 and 9. Teacher produces small cards with check marks. Have students place the check cards under the correct column by which the numbers are visible <table><tr><td></td><td>3</td><td>6</td></tr><tr><td>4110</td><td></td><td></td></tr><tr><td>423</td><td></td><td></td></tr><tr><td>846</td><td></td><td></td></tr><tr><td>630</td><td></td><td></td></tr></table>		3	6	4110			423			846			630						
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B. Establishing a purpose for the lesson	3.Motivation Who among you are actively participating in the outreach programs of your school? Are you happy with your participation?																			
C. Presenting examples/instances of the new lesson	1.Presentation Present the problem to the class.																			

	During the Oplan Kaliripupils joined the clear campaign. Teacher Ed dividing them into 8 m each. Was she able to with every student as a group ? Ask: How many pupils joined the campaign? What does the problem askedyou to find? How will you find the answer to the problem				
D. Discussing new concepts and practicing new skills #1		2. Performing the Activities Ask the pupils to work in pairs in solving the problem. Solution 1 : Dividing 1000 by 8 $1000 \div 8 = 125$, each student is a member of the group Solution 2 : Using the divisibility rule for 8 A number ending in three zeros is divisible by 8 1000 ends in three zeros, therefore it is divisible by 8,each student is a member of the group Group Activity: Using the divisibility rules for 4, 8, 12 or 11			

		Problem 2. Checking the numbers that are divisible by 8 or has 8 as their factor. ___/___ 1. 2000 ___/___ 2. 3924 ___/___ 3. 4432 Problem 1. Checking the numbers that are divisible by 4 or has 4 as their factor. ___/___ 1. 284 ___/___ 2. 461 ___/___ 3. 244 Problem 3. Checking the numbers that are divisible by 12 or has 12 as their factor. ___/___ 1. 120 ___/___ 2. 422 ___/___ 3. 230 Problem 4. Checking the numbers that are divisible by 11 or has 11 as their factor. ___/___ 1. 110 ___/___ 2. 232 ___/___ 3. 561																			
E. Discussing new concepts and practicing new skills #2			3.Processing the Activities •How did you find the activity? •How did we know if a number is divisible by another number? •How did we know if 4 8 12 and 11 are factors of a number?																		
F. Developing mastery (Leads to Formative Assessment 3)			4.Reinforcing the Concept and Skill Discuss the presentation. On page ___ of LM Math Grade V, Have the pupils solve the following exercises. Put a check under the correct column applying the rules for divisibility. <table><tr><td></td><td>4</td><td>8</td><td>12</td></tr><tr><td>56784</td><td></td><td></td><td></td></tr><tr><td>5000</td><td></td><td></td><td></td></tr><tr><td>4376</td><td></td><td></td><td></td></tr></table>		4	8	12	56784				5000				4376					
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			1224					
G. Finding practical applications of concepts and skills in daily living							Applying to New and Other Situations Have the pupils do the exercises under Apply your Skills on page LM Math Grade V. Encourage some pupils to show and discuss the answers.	
H. Making generalizations and abstractions about the lesson							Summarizing the Lesson How do we find the factors of a number using divisibility rules? •We recall and apply the rules on divisibility for 4, 8, 12 or 11	
I. Evaluating learning							C. Assessment Using the divisibility rule, encircle the numbers whose factors are the given number before each item. 4 ___ 1. 84 480 60 264 8 ___ 2.2000 3928 6000 846 12 ___ 3.372 756 840 579 11 ___ 4.378 352 1132 143 4 ___ 5.477 524 296 342	
J. Additional activities for application or remediation							D.Home Activity Remediation Using the divisibility rule, put a check on the blank if the second number is a factor of the first number. 1. 436,4 ____ 2. 263,12 ____ 3. 2328,8 ____ 4. 346,4 ____ 5. 114,11 ____	
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?					