GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	V	
	Teacher:		Learning Area:	MATHEMATICS	
	Teaching Dates and Time:	**NOVEMBER 28 – DECEMBER 2, 2022 (WEEK 4)**	Quarter:	2ND QUARTER	

	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
I. OBJECTIVES					
A. Content Standards	Demonstrates understanding of the four fundamental operations involving decimals and ratio and proportion				
B. Performance Standards	is able to apply the four fundamental operations involving decimals and ratio and proportion in mathematical problems and real-life situations.				
C. Learning Competencies/Objectives Write for the LC code for each	**Visualize multiplication of Decimals Using Pictorial Models M5NS-IId-110** Page **59** of 109	Multiplies decimals up to 2 decimal places by 1 to 2 digit whole numbers. M5NS-IId-111.1, Page **59** of 109	Multiplies decimals with factors up to 2 decimal places. M5Ns-IId-III.2, Page **59** of 109	Multiplies decimals with factors up to 2 decimal places. M5Ns-IId-III.2, Page **59** of 109	WEEKLY TEST
II. CONTENT	**Visualizing Multiplication of Decimals Using Pictorial Models**	**Multiplying decimals up to 2 decimal places by 1 to 2 digit whole numbers.**	**Multiplying decimals with factors up to 2 decimal places**	**Multiplying decimals with factors up to 2 decimal places**	
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages	Quarter 2 week 4 pp.	Quarter 2 week 4 pp.	Quarter 2 week 4 pp.	Quarter 2 week 4 pp.	
2. Learner's Materials pages	Quarter 2 week 4 pp. Lesson Guide in Elem. Math Gr. 5 p.274	Quarter 2 week 4 pp. MISOSA Grade 5 Module-Multiplication of Decimals and Whole Numbers.	Quarter 2 week 4 pp. LG in Elementary Mathematics Grade 5 p.279-282, MISOSA Grade 5, Module Multiplication of Decimals Through Hundreths	Quarter 2 week 4 pp. LG in Elementary Mathematics Grade 5 p.279-282, MISOSA Grade 5, Module Multiplication of Decimals Through Hundreths	
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resources	flash cards, colored papers, marker(pentellpen), building blocks	Cards with whole and decimal numbers, charts, cube/dice with numbers and activity sheet	Multiplication wheel, 10 by 10 grid (transparent plastic)	flash cards, colored papers, marker(pentellpen), building blocks	

IV. PROCEDURES					
A. Review previous lesson or presenting the new lesson	Using flash cards for the following, the pupils will make an illustration of the fraction on a piece of colored paper. **Review** Solve the following mentally: 1.) Sophia bought 0.8 kg of hotdog. She placed 0.25 kg of it in the refrigerator and cooked the rest. How much hotdog did she cooked?	**1. Drill** Flash cards of basic multiplication facts. **2. Review** Tossing Dice Materials: two dice with the following faces. 1.2 , 3.5 . 2.6 , 4.1 , 1.2 , 3.3 Mechanics: a. Distribute 2 cubes to each group. b. One pupil rolls the cube and the other records the face up digit. c. The group who gives the most number of correct answers wins the game.	**. Drill** Basic Multiplication Facts Using multiplication wheel. **2. Review** If you have three ₱ 500.00 bills, how much do you have in all? At ₱ 12.75 for each ripe mango, how much will 6 ripe mangoes cost?	**Drill** Basic Multiplication Facts Using multiplication wheel. **2. Review** If you have three ₱ 500.00 bills, how much do you have in all? At ₱ 12.75 for each ripe mango, how much will 6 ripe mangoes cost?	
B. Establishing a purpose for the lesson	Using building blocks. Try to solve this problem. Baby Isabel plays with blocks. Each block measures 3.7 inches tall. She has a collection of 41 blocks. If she could stack all the blocks up one on top of the other. How many inches tall would her tower be.	Which are decimals? Which are whole numbers? What's the difference between a whole number and a decimal number? Can we multiply the two numbers?	How many of you have gone to Luneta? Fort Santiago? What do you usually see in these place?	How many of you have gone to Luneta? Fort Santiago? What do you usually see in these place?	
C. Presenting examples/instances of the new lesson	**. Presentation** Present this situation. Mr. Dizon's farm is 0.3 km long and 0.1 km wide. How big is his land?	Rudolf lives 2.4 km from school. How far does he ride in going to and from the school? a. How far is Rudolf's house from the school? b. What is being asked in the problem?	The park is rectangular in shape and measures 0.3 km long and 0.2 km wide. a. What picture do you have in your mind when you read the problem? b. What are the signs that you usually see in the park? c. As a good boy or girl what must you do with signs that you see in the problem? d. What is asked in the problem? e. How shall we solve it?	The park is rectangular in shape and measures 0.3 km long and 0.2 km wide. a. What picture do you have in your mind when you read the problem? b. What are the signs that you usually see in the park? c. As a good boy or girl what must you do with signs that you see in the problem? d. What is asked in the problem? e. How shall we solve it?	

D. Discussing new concepts and practicing new skills #1	The pupils will answer in groups. a. Into how many parts is the whole divided? b. How is 0.3 shown in the grid? What about 0.1? c. How many squares are double shaded? In fraction form write 1/10 of 1/3 = 1/10 x 3/10 = 3/100 Another way of writing fraction is in decimal form. 0.1 of 0.3 = 0.1 x 0.3 = 0.03 d. How many decimal places are there in both factors? How about in product?	To find the answer we multiply 2.4 by Solution: 2.4 X 2 4.8 2 x 4 2 x 2 Steps: a. Multiply just like whole numbers. b. Count the decimal places in the factors. c. The number of decimal places in the product is equal to the sum of the decimal places in factors.	**. Performing the Activities** Use of Grid To find the area, we multiply the length and the width. Step 1: Multiply the digit as if you are multiplying whole numbers. Step 2: Count the number of decimal places in the multiplicand and multiplier. The sum of the number of decimal places in the factors is equal to the number of decimal places in the product. Step 3: Add zero, if necessary. $0.3 \times 0.2 = 0.06$	**Performing the Activities** Use of Grid To find the area, we multiply the length and the width. Step 1: Multiply the digit as if you are multiplying whole numbers. Step 2: Count the number of decimal places in the multiplicand and multiplier. The sum of the number of decimal places in the factors is equal to the number of decimal places in the product. Step 3: Add zero, if necessary. $0.3 \times 0.2 = 0.06$	
E. Discussing new concepts and practicing new skills #2	After all the groups have presented their answer, ask: Which group was/were able to give all correct answers? Which group/s missed an answer? Which group/s did not get any correct answer?	After the activity, see to it that the teacher immediately sets remedial for those who got the wrong answers. **Ask:** Did you learn something from the activity? How did you get the answer Did you follow the steps?	After the activity, check whether the answer of your pupils are correct. Put immediate action on the pupils that got the wrong answer.	After the activity, check whether the answer of your pupils are correct. Put immediate action on the pupils that got the wrong answer.	
F. Developing mastery	Discuss the presentation on Explore and Discover on page ___ of LM in Math Grade 5 b. Ask the pupils to work on Get Moving on page ____ of LM in Math Grade 5	. Discuss the predentstion on **Explore and Discover** page ___ of **LM Math Grade 5.** b. Ask the pupils to work on **Get Mowing and Keep Moving** page ___ of **LM Math Grade 5.**	. Discuss the presentation on **Explore and Discover** on page ___ of **LM Math Grade 5** b. Ask the pupils to work on **Get Moving and Keep Moving** on page ___ of **LM Math Grade 5**	. Discuss the presentation on **Explore and Discover** on page ___ of **LM Math Grade 5** b. Ask the pupils to work on **Get Moving and Keep Moving** on page ___ of **LM Math Grade 5**	
G. Finding practical applications of concepts and skills in daily living	Using an illustration, give the answer of the following. 1. Every morning Yvan goes jogging. He can jog a distance of 0.9 kilometers. How many kilometers can he jog in 6 days? (number lines)	. Complete the table by giving each product X 2.6 11.92 4	1. A lot has a length of 0.4 and 0.3 wide. What it its area? 2. A painting having a dimension of 0.4 m and 0.8 m is to be wrapped with a cloth 0.4 m	1. A lot has a length of 0.4 and 0.3 wide. What it its area? 2. A painting having a dimension of 0.4 m and 0.8 m is to be wrapped with a cloth 0.4 m	

	2. A rectangular table is 0.8 m long and 0.5 m wide. Find its area. (paper grid)	.2 _____ _____	larger than its dimensions. What is the area of the cloth? For more exercises, ask the pupils to answer **Apply Your Skills,** page ___ of **LM Math Grade 5**.	larger than its dimensions. What is the area of the cloth? For more exercises, ask the pupils to answer **Apply Your Skills,** page ___ of **LM Math Grade 5**.
H. Making generalizations and abstractions about the lesson	Lead the pupils to generalize that: Multiplying decimals can be visualized by representing each factor with the horizontal and vertical lines placed over the other. The double shaded part represents the answer to the equation.	Lead the pupils to generalize that: To multiply decimals by whole numbers, multiply like whole numbers then count the number of decimal places in the factors. The sum of the number of decimal places in the factor is equal to the number of decimal places in the product.	Lead the pupils to generalize that: In multiplying decimals with factors up to 2 decimal places, multiply like multiplying whole numbers. Place the decimal point In the product equal to the sum of the number of decimal places in both factors.	Lead the pupils to generalize that: In multiplying decimals with factors up to 2 decimal places, multiply like multiplying whole numbers. Place the decimal point In the product equal to the sum of the number of decimal places in both factors.

I. Evaluating learning	Write the correct multiplication equation for each of the following numbers represented by the shaded region
	B. Shade the pictures to represent each number sentence.
		Copy and give the product.
		
		1.) 0.76 2.) 0.12
		3.) 16.57
		 X 4 X 5
		X 6
		
		Give the missing numbers.
		1. If 367 x 28 = 10276, what is 36.7 x 28 equal to?
		2. If 163 x 7 = 1141, what is 1.63 x 7 equal to?
			Give the products mentally.
			
			1.0.4 **2.0.6**
			      3.0.7
			x 0.5 **x 0.8**
			x 0.3
			     4.0.9 **5.0.9**
			      x 0.5 **x 0.8**
				Give the products mentally.
				
				1.0.4 **2.0.6**
				      3.0.7
				x 0.5 **x 0.8**
				x 0.3
				     4.0.9 **5.0.9**
				      x 0.5 **x 0.8**

J. Additional activities for application or remediation	Prepare paper grid divided into 100 equal parts and be ready to show your own multiplication equation of decimals.	Write the product with the decimal point in the correct place. Then be ready to read your answer.
		
		1.) 6.48 2.) 20.6 3.) 3.65
		   X 32 X 18 X 23
		
		4.) 2. 34 5.) 12.23
		   X 12 X 13
			Copy and complete each table.
			
					x	0.3	0.4	0.5

1.	0.6			
2.	0.7			
3.	0.8				 		x	0.6	0.7	0.8
1.	3.4			
2.	1.2			
3.	0.6					Copy and complete each table. |	x	0.3	0.4	0.5
.	0.6			
.	0.7			
.	0.8				 		x	0.6	0.7	0.8
.	3.4			
.	1.2			
.	0.6				

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?				