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| Description: DEPED-NEW_e78wysqt  **GRADES 1 to 12**  **DAILY LESSON LOG** | **School:** | **DepEdClub.com** | **Grade Level:** | **IV** |
| **Teacher:** | **File Created by Sir BIENVINIDO C. CRUZ JR** | **Learning Area:** | **MATHEMATICS** |
| **Teaching Dates and Time:** | **DECEMBER 5 - 9, 2022 (WEEK 5)** | **Quarter:** | **2ND QUARTER** |

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |

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| 1. **OBJECTIVES** |  |  |  |  |  |
| 1. Content Standards | The learner demonstrates understanding of improper fractions and mixed numbers | | | | |
| 1. Performance Standards | The learner is able to recognize and represent improper fractions and mixed numbers in various forms and contexts | | | | |
| 1. Learning Competencies/ Objectives   *( Write the LCcode for each)* | **30.**  identifies proper fractions, improper fractions, and mixed numbers  **M4NS-IIe-79.2** | 31. changes improper fractions to mixed numbers and vice versa  **M4NS-IIe-80** | | **32.** changes fractions to lowest terms  **M4NS-IIe-81** | |
| 1. **CONTENT**   *( Subject Matter)* | Lesson 31: Identifying Proper fractions, Improper Fractions, and Mixed Numbers | Lesson 32: Changing Improper Fractions to Mixed Numbers and Vice Versa | | Lesson 33: Changing Fractions to Lowest Terms | |
| 1. **LEARNING RESOURCES** 2. References |  |  | |  | |
| 1. Teacher’s Guide pages | 132-135 | 135-139 | | 139-142 | |
| 1. Learner’s Material pages | 103-106 | 107-108 | | 109-111 | |
| 1. Textbook pages |  |  | |  | |
| 1. Additional Materials from Learning Resource LR portal |  |  | |  | |
| 1. Other Learning Resources | Pictures showing fractional parts | Flash cards (division and multiplication) | | Flash cards, charts | |
| 1. **PROCEDURE** |  |  | |  | |
| 1. Reviewing previous Lesson or presenting new lesson | Have a review on representing fractions through sets, regions, etc. | Conduct a review on identifying proper fractions, improper fractions and mixed numbers through a game (Pass the Ball) | | Review the process on writing a number as a product of its prime factors.  Give exercises. | |
| 1. Establishing a purpose for the lesson | Have a drill on visualizing and identifying fractions using pictures. | Use flash cards for the basic facts in multiplication and division. | | Conduct a review on finding the GCF.  Give a drill on finding the GCF of two numbers. | |
| 1. Presenting examples/ instances of the new lesson. | Read and understand the problem under presentation on TG p. 132.  Have each group answer the presented problem. | Present the problems 1 and 2 on TG p. 136-137.  Read and analyze them. | | Present the problem on LM p. 109, Explore and Discover.  Analyze the problem. | |
| 1. Discussing new concepts and practicing new skills.*#1* | Discuss the concept of proper fractions, improper fractions and mixed numbers | Let the pupils work in groups in solving the problems.  Have them present their answers. | | Let the pupils work in pairs in solving the problem.  Have them present the answers on the board. | |
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| 1. Discussing new concepts and practicing new skills *#2.* | Have a game on identifying proper fractions, improper fractions and mixed numbers | Discuss/emphasize the process on how to change improper fractions to mixed numbers and vice versa.  Discuss the concept on how to change fractions to lowest terms. |  |
| 1. *Developing Mastery*   *(Lead to Formative Assessment 3)* | Discuss the problem under Explore and Discover.  Give additional exercises (TG p. 134) | Discuss the problem under Explore and Discover on LM p. 106-107.  Give other exercises about the lesson. | Answer the exercises A, B, and C of Get Moving on LM p. 109-110. Check the pupils’ answers. |
| 1. *Finding practical application of concepts and skills in daily living* | Answer the items under Get Moving on LM p. 104, and for mastery answer Keep Moving on LM p. 104-105. | Let the pupils answer the exercises under Get Moving and Keep Moving on LM p. 107-108. | Do exercises A and B of Keep Moving on LM p. 110-111. Check the pupils’ answers.  Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more |
| 1. *Making Generalizations and Abstraction about the Lesson.* | Lead the pupils to generalize what are proper fractions, improper fractions and mixed numbers.  Do Apply Your Skills on LM p. 105. | Summarize the lesson by leading the pupils in giving the generalization.  Do apply Your Skills on LM p. 108. | Lead the pupils in giving the generalization.  Work on the problems on Apply Your Skills on LM p. 111. |
| 1. *Evaluating Learning* | Do Assessment on TG p. 134-135. | Do Assessment on TG p. 139. | Do Assessment on TG p. 141. |
| 1. Additional Activities for Application or Remediation | Answer Home Activities on TG p. 135. | Answer Home Activities on TG p. 139. | Answer Home Activities on TG p. 141-142. |

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| **V.REMARKS** |  |  |  |  |  |
| **VI.REFLECTION** |  |  |  |  |  |
| A..No. of learners who earned 80% in the evaluation | \_\_\_ of Learners who earned 80% above | \_\_\_ of Learners who earned 80% above | \_\_\_ of Learners who earned 80% above | \_\_\_ of Learners who earned 80% above | \_\_\_ of Learners who earned 80% above |
| B..No. of learners who require additional activities for remediation who scored below 80% | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation |
| C…Did the remedial lessons work? No. of learners who have caught up with the lesson | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson |
| D..No. of learners who continue to require remediation | \_\_\_ of Learners who continue to require remediation | \_\_\_ of Learners who continue to require remediation | \_\_\_ of Learners who continue to require remediation | \_\_\_ of Learners who continue to require remediation | \_\_\_ of Learners who continue to require remediation |
| E..Which of my teaching strategies worked well? Why did these work? | *Strategies used that work well:*  \_\_\_ 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  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in doing their tasks | *Strategies used that work well:*  \_\_\_ 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  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s  Cooperation in doing their tasks | *Strategies used that work well:*  \_\_\_ 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  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s  Cooperation in doing their tasks | *Strategies used that work well:*  \_\_\_ 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  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s  Cooperation in doing their tasks | *Strategies used that work well:*  \_\_\_ 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  *Why?*  \_\_\_ 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  \_\_Reading Readiness  \_\_Lack of Interest of pupils | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works  \_\_Reading Readiness  \_\_Lack of Interest of pupils | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works  \_\_Reading Readiness  \_\_Lack of Interest of pupils | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works  \_\_Reading Readiness  \_\_Lack of Interest of pupils | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works  \_\_Reading Readiness  \_\_Lack of Interest of pupils |
| G..What innovation or localized materials did I use/discover which I wish to share with other teachers? | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making use big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition  \_\_Fashcards  \_\_Pictures | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making use big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition  \_\_Fashcards  \_\_Pictures | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making use big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition  \_\_Fashcards  \_\_Pictures | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making use big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition  \_\_Fashcards  \_\_Pictures | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making use big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition  \_\_Fashcards  \_\_Pictures |