

 GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdresources.com for more	Grade Level:	V
	Teacher:	File Created by Ma'am ROSA HILDA P. SANTOS	Learning Area:	MATHEMATICS
	Teaching Dates and Time:	SEPTEMBER 4 - 8, 2023 (WEEK 2)	Quarter:	1 ST 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 Write the LC code for each	Uses divisibility rules for 2, 5 and 10 to find common factors Code: M5NS-Ib 58.1/Page 53 of 109	Uses divisibility rules for 2, 5 and 10 to find common factors Code: M5NS-Ib 58.1/Page 53 of 109	Uses divisibility rules for 3, 6 and 9 to find common factors M5NS-Ib-58.2/ Page 53 of 109	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 2, 5 and 10 to find common factors	Using Divisibility rules for 2, 5 and 10 to find common factors	Using Divisibility rules for 3, 6 and 9 to find common factors	Using Divisibility rules for 4, 8, 12 and 11 to find common factors	
III. LEARNING RESOURCES					
A. References		Curriculum Guide in Math 5			
1. Teacher's Guide pages		TG/Week 2	TG/Week 2	TG/Week 2	
2. Learner's Material pages	LM/Week 2/DLP Gr. 4 Module 4, Gr. 5 Module 1, 12 📖 Lesson Guide in Elem. Math Gr. 5 p.48	LM/Week 2/DLP Gr. 4 Module 4, Gr. 5 Module 1, 12 📖 Lesson Guide in Elem. Math Gr. 5 p.48	LM/Week 2/DLP Gr. 5 Module 1, 12 📖 Lesson Guide in Elem. Math Gr. 5 p.51, 57	LM/Week 2 /DLP Gr. 5 Module 1, 12	
3. Textbook pages	Growing Up with Math 5 p. 97	Growing Up with Math 5 p. 97	Growing Up with Math 5 p. 97	Growing Up with Math 5 p. 97	
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resources	flash cards, pocket chart, problem written on the chart.	flash cards, pocket chart, problem written on the chart.	flash cards, pocket chart, problem written on the chart.	flash cards, pocket chart, problem written on the chart.	

IV. PROCEDURES																																													
A. Reviewing previous lesson or presenting the new lesson		1.Drill Mental Drills on Easy Division (3-digit dividends by 1-digit divisor) using flash cards a.248÷ 4 = n b.126 ÷ 3 = n c.522 ÷ 6 = n d.255 ÷ 5 = n 2.Review On multiples of a number Give the first three multiples of: 1.4 2.3 3.5 4.6 5.8	1.Drill Division a.426 ÷ 6 = n b.164 ÷ 2 = n c.357 ÷ 7 = n d.555 ÷ 5 = n 2.Review Conduct a review on the divisibility rules of 2, 5 and 10. 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>2</td><td>5</td><td>10</td></tr><tr><td>4000</td><td></td><td></td><td></td></tr><tr><td>4124</td><td></td><td></td><td></td></tr><tr><td>875</td><td></td><td></td><td></td></tr><tr><td>726</td><td></td><td></td><td></td></tr></table>		2	5	10	4000				4124				875				726				1.Drill Division a.488 ÷ 8 = n b.168 ÷ 4 = n c.132 ÷ 12 = n d.143 ÷ 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><td>9</td></tr><tr><td>4110</td><td></td><td></td><td></td></tr><tr><td>423</td><td></td><td></td><td></td></tr><tr><td>846</td><td></td><td></td><td></td></tr><tr><td>630</td><td></td><td></td><td></td></tr></table>		3	6	9	4110				423				846				630				
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B. Establishing a purpose for the lesson		3.Motivation Playing “the boat is sinking” The students will group themselves according to the number called out by the teacher. Students who failed to group themselves according to that number sit down and are out of the game. While the game is in progress, teacher writes data on the board.	3.Motivation Who among you are members of the student council? As a member what do you usually do to help your co- students in school?	3.Motivation Who among you are actively participating in the outreach programs of your school? Are you happy with your participation? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more																																									

C. Presenting examples/instances of the new lesson		1.Presentation Present the problem to the class. On a certain bakery, there were 230 monay breads to be placed on trays. The baker wants to arrange them in either 2, 5 or 10 rows. Would it be possible for him to arrange the breads? Ask: How many monay breads were in the bakery? What does the problem askedyou to find How will you find the answer to the problem?	1.Presentation Present each problem to the class. The school janitors are setting up the hall for the students' council meeting. There are a total of 297 monoblock chairs which they have to set up in either rows of 3,6 or 9. Which are possible set ups? a. Ask the students: If you were one of those who have to set up the hall, what would you do? Would you got ahead and try to make rows of 3, 6 or 9? Is there an easier way? b. Tell the students that using the divisibility rules will help in identifying if a number is divisible by another number without actual division. c. Elicit examples of numbers that are divisible by 3,6 or 9.Have the students look at the sum of the digits of each of the numbers. Elicit patterns and observations.	1.Presentation Present the problem to the class. During the Oplan Kalinisan, 1000 pupils joined the cleanliness campaign. Teacher Edna thought of dividing them into 8 members each. Was she able to divide them with every student as a member of 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 1A : Dividing 230 by 2 $230 \div 2 = 165$,arranging the breads by 2's is possible ☞Solution 1B : Using the divisibility rule for 2 All even nos. are divisible by 2 230 is an even no., therefore it is divisible by 2, arrangement of bread by 2's is possible ☞Solution 2A: Dividing 230 by 5	2.Performing the Activities Group the pupils into four working teams and have them perform the task. Problem 1. Check the numbers that are divisible by 3 factor. ___/___ 1. 282 ___/___ 2. 464 ___/___ 3. 243 Problem 2. Check the numbers that are divisible by 6 factor. ___/___ 1. 162 ___/___ 2. 924 ___/___ 3. 426	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	

		$230 \div 5 = 46$, arranging by 5's is possible 🔑 Solution 2B: Using the divisibility rule for 5 Numbers ending in 0 and 5 are divisible by 5 230 ends in 0, therefore it is divisible by 5, arrangement of bread by 5's is possible. 🔑 Solution 3A: Dividing 230 by 10 $230 \div 10 = 23$, arranging breads by 10's is possible 🔑 Solution 3B: Using divisibility rule for 10 Numbers ending in 0 are divisible by 10 230 ends in 0, therefore it is divisible by 10, arrangement of breads by 10's is possible Group Activity: Using the divisibility rules for 2, 5 and 10 Problem 1. Checking the numbers that are divisible by 2 or has 2 as their factor. ___/___ 1. 284 ___ 2. 461 ___/___ 3. 244 Problem 2. Checking the numbers that are divisible by 5 or has 5 as their factor. ___/___ 1. 2000 ___ 2. 3924 ___/___ 3. 4435 Problem 3. Checking the numbers that are divisible by 10 or has 10 as their factor. ___/___ 1. 120 ___ 2. 422 ___ 3. 235	Problem 3. Check the numbers that are divisible by 9 factor. ___/___ 1. 315 ___ 2. 422 ___ 3. 271 Problem 4. Check the numbers that are divisible by 3 or factor. ___/___ 1. 123 ___ 2. 232 ___/___ 3. 540	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		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 2 , 5 and 10 are factors of a number?	Processing the Activities •We used the divisibility rule to know if the number is divisible by 3 ,6 or 9 •The number is divisible by 3,6 or 9 if they have these numbers as their factors	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)		. 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>2</td><td>5</td><td>10</td></tr><tr><td>6345</td><td></td><td></td><td></td></tr><tr><td>8000</td><td></td><td></td><td></td></tr><tr><td>4970</td><td></td><td></td><td></td></tr><tr><td>2560</td><td></td><td></td><td></td></tr></table>		2	5	10	6345				8000				4970				2560				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>3</td><td>6</td><td></td></tr><tr><td>315</td><td></td><td></td><td></td></tr><tr><td>120</td><td></td><td></td><td></td></tr><tr><td>8640</td><td></td><td></td><td></td></tr><tr><td>4176</td><td></td><td></td><td></td></tr></table>		3	6		315				120				8640				4176				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><tr><td>1224</td><td></td><td></td><td></td></tr></table>		4	8	12	56784				5000				4376				1224				
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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.	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.	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?	Summarizing the Lesson	Summarizing the Lesson																																																													

		•We recall and apply the rules on divisibility for 2, 5 and 10. ☂ Divisibility rule for 2 All even nos. are divisible by 2 ☂ Divisibility rule for 5 Numbers ending in 0 and 5 are divisible by 5 ☂ Divisibility rule for 10 Numbers ending in 0 are divisible by 10	How do we find the factors of a number using divisibility rules? •We recall and apply the rules on divisibility for 3, 6 or 9 . ☂ Divisible by 3: sum of digits of the number is divisible by 3 ☂ Divisible by 6: number is divisible by both 2 and 3 ☂ Divisible by 9: sum of the digits of the number is divisible by 9	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. 2__ 1. 88 470 90 294 5__ 2.5000 7528 6010 845 10__ 3.370 950 840 530 10__ 4.370 355 3455 140 5__ 5.470 830 525 450	C.Assessment Using the divisibility rule, encircle the numbers whose factors are the given number before each item. 3__ 1. 84 346 57 264 9__ 2.299 627 657 846 3__ 3.312 799 843 579 6__ 4.378 216 1953 117 6__ 5.477 357 296 346	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		Remediation Write on the blank before each item whether the given number is divisible by 2, 5 and 10 1. 16 _____ 2. 125 _____ 3. 30 _____	Remediation Using the divisibility rule put a check on the blank if the second number is a factor of the first number. 1. 459,3 _____	C. 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	

		4. 344 _____ 5. 650 _____	2. 261,6 _____ 3. 6453,9 _____ 4. 345,3 _____ 5. 114,6 _____ 6.	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?					