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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:** | **JANUARY 9 – 13, 2023 (WEEK 8)** | **Quarter:** | **2ND QUARTER** |

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

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| **I. OBJECTIVES** |  | | | | |
| A. Content Standard | 1. Demonstrates understanding of factors and multiples and addition and subtraction of fractions  2. Demonstrates understanding of improper fractions and mixed numbers | | | | |
| B. Performance Standard | 1. Is able to apply knowledge of factors and multiples, and addition and subtraction of fractions in mathematical problems and real-life situations.  2. is able to recognize and represent improper fractions and mixed numbers in various forms and contexts | | | | |
| C. Learning Competencies/Objectives  Write the LC code for each. |  | Visualize decimals numbers using models like blocks. Grids, number lines, and money to show relationship to fractions. | Rename decimal numbers to fractions whose denominators are factors of 10 and 100 | Rename fractions whose denominators are factors of 10 and 100 to decimal numbers | Give the place value and value of a digit of a given decimal number through hundredths |
| **II. CONTENT** |  | | | |  |
| III. LEARNING RESOURCES |  | | | |  |
| A. References |  |  |  |  |  |
| 1. Teacher’s Guide pages |  | TG PP. 176-178 | TG PP. 179-182 | TG PP. 182-186 | TG PP. 186-189 |
| 2. Learner’s Material pages |  | Learner’s Materials p. 133-136 | Learner’s Materials p. 137-139 | Learner’s Materials p. 140-141 | Learner’s Materials p. 142-144 |
| 3. Textbook pages |  |  |  |  |  |
| 4. Additional Material from Learning Resource (LR) Portal |  |  |  |  |  |
| B. Other Learning Resources |  | grid paper, play money (paper bills), coins, cubes and blocks, drawing of a number line | chart and grid | flash cards having regions partitioned into equal parts | place value chart and cards |
| **IV. PROCEDURES** |  | | | |  |
| A. Reviewing previous lesson or presenting the new lesson. |  | Conduct a review on naming fractional part  Ask: What part of the whole is the shaded part? | Conduct a review on naming fractional parts that are shaded  Refer to TG p. 180 | Conduct a review on naming fractional part that Game: Show Mw Who I Am  Refer to TG p. 183 | Have a game on renaming fractions to decimals and vice versa.  Refer to TG p. 187 |
| B. Establishing a purpose for the lesson |  | Ask the pupils if they have gone to a bakeshop, what things they bought and the amount they paid. | Ask the pupils about the following:  1. favorite color of a cake  2. favorite design of a cake  3. favorite flavor of a cake  4. the parts of the cake they consumed  Let the pupils explain why these are their favourites. Lead them to see that these cakes are available in a bakery and sometimes can be baked at home. | Ask the pupils to give situations that they have done to their classmates which showed kindness. Elicit from them that being kind to their classmates is important.. | Ask the pupils about the concept and meaning of 6. What does 6 mean to them? How about 0.6? how do you read it? |
| C. Presenting Examples/ instances of the new lesson |  | Present this situation to the class.  Tabern went to a bakeshop. He bought a cassava pie for his snack. He sliced the pie into four equal parts and gave 3 parts to his friends. What decimal part of the pie was given to his friends? | Mrs. Paglinawan went to a nearby bakery. She bought a birthday cake with chocolate flavor for her p- year old daughter. When she reached home, she divided the cake into 10 equal parts. If the children shared 0.8 part from the cake, what fractional part of the cake was shared by the children?  Integrate the values of sharing and accuracy  Refer to TG p. 180 | Present this situation to the class.  Let the pupils study the illustration below and lead them to find out how fractions and decimals mean the same numbers.   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |   What is the equivalent of in decimal form? How do you rename to decimal?  Refer to TG p. 184   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |   What fractional part of the region is shaded?  How will you rename to decimal form?  Refer to TG p. 184 | Present the chart to the class   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Place Value | ones | Decimal Point | Tenths | Hundredths | | Value | 1 | . |  |  | |  | 0 | . | 7 | 5 |   Let the pupils study the place value chart, then answer the following questions.  1. What is the first place value to the right of the decimal point? What is the value?  2.what is the next place value to the right of the tenths place? What is its value?  3. What is the digit in ones place? What is its value?  Refer to TG p. 188 |
| D. Discussing new concepts and practicing new skills #1 |  | Group the pupils into 4 working teams and have them perform the task  Discuss the **Performing the Activities** on TG p. 177  Discuss the **Processing the Activities** on TG p. 133 | Discuss the **Performing the Activities** on TG p. 1  Group the pupils into 4 working teams and have them perform the task. Each group works on every station simultaneously.  Discuss the **Processing the Activities** on TG p. 181 | Group the pupils into 5  Do **Performing of Activities** on TG p. 185  Discuss the **Processing the Activities** on TG p. 185 | Do Performing of Activities on TG p. 188  Group the class into 5  Discuss the **Processing the Activities** on TG p. 188  Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more |
| E. Discussing new concepts and practicing new skills #2 |  | Study ***Explore and Discover*** on LM p.133  Do ***Get Moving***  pp 134-135 LM | Study ***Explore and Discover*** on LM p.137 | Discuss ***Explore and Discover*** on LM p.140 on LM | Discuss ***Explore and Discover*** on LM p.142 on LM |
| F. Developing mastery  (Leads to Formative Assessment 3) |  | Do ***Keep Moving A*** pp 135 LM | Do ***Get Moving*** pp 137 on LM and ***Keep Moving***  pp 138 on LM | Let the pupils answer exercises under ***Get Moving and Keep Moving***  pp 141 – 1 on LM | Let the pupils answer exercises under ***Get Moving*** *p. 143* ***and Keep Moving***  pp 143 on LM |
| G. Finding practical applications of concepts and skills in daily living |  | Do **Apply Your Skills** 6-10 p 135-136 on LM | Do ***Apply Your Skills*** p.139 on LM | Do ***Apply Your Skills*** p. 141 on LM | Do ***Apply Your Skills*** p. 144 on LM |
| H. Making generalizations and abstractions about the lesson |  | How do you visualize decimal numbers? How do you identify the number of equal parts of the whole unit? | Lead the pupils to give the ff. generalization by asking: How do you rename decimals to fractions? | Lead the pupils to give the ff. generalization by asking: How do you rename fractions to decimal numbers? | Lead the pupils to give the ff. generalization by asking: What are the place value and the value of the digits after the decimal point? |
| I. Evaluating learning |  | Using models, visualize the following decimal numbers.  1. 0.20 2. 0.25  3. 0.50 4. 0.75  5. 0.90 | Express the following as fractions:  1. 0.20 2. 0.04  3.0.64 4. 0.08  5. 0.56 | Express the following as decimal numbers:  1. 2.  3. 4.  5. 6. | Give the place value and the value of the digits 5,6,7,8, and 9.  1. 0.56 2. 0.65  3. 0.75 4. 0.85  5. 0.95 |
| J. Additional activities for application or remediation |  | Visualize the following decimal numbers using the grid.  1. 0.10 2. 0.20  3. 0.30 4. 0.40  5. 0.50 | Rename the following decimal numbers in fractions.  1. 0.45  2. 0.54  3. 0.65    4. 0.75  5. 0.90 | Express the following as decimal numbers:  1. 2.  3.  4. 5. | Give the place value and the value of the underlined digit.   |  |  |  | | --- | --- | --- | | Decimal Numbers | Place Value | Value | | 1. 0.52 |  |  | | 2. 0.26 |  |  | | 3. 0.29 |  |  | | 4. 0.48 |  |  | | 5. 0.72 |  |  | |  |  |  | |

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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 |