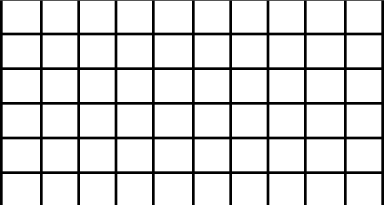


 GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	IV
	Teacher:	File Created by Sir BIENVINIDO C. CRUZ JR	Learning Area:	MATHEMATICS
	Teaching Dates and Time:	JANUARY 15 – 19, 2024 (WEEK 9)	Quarter:	2 ND QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standard	The learner demonstrates understanding of improper fractions and mixed numbers				
B. Performance Standard	The learner 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.	Visualizes decimal numbers using models like blocks, grids, number lines and money to show the relationship with fractions M4NS-Ili-99	Renames decimal numbers to fractions, and fractions whose denominators are factors of 10 and 100 to decimals M4NS-Ili-100		Gives the place value and the value of a digit of a given decimal number through hundredths M4NS-Ili-101.1	
II. CONTENT	Visualizing Decimal Numbers Using Models Like Blocks Grids, Number Lines and Money to Show the Digit Relationship with Fractions	Renaming Decimal Numbers to Fractions, and Fractions whose Denominators are Factors of 10 and 100 to Decimals		Giving the Place Value and the Value of a of a Given Decimal Number Through Hundredths	
III. LEARNING RESOURCES	Powerpoint Presentaion, foldables, meta cards, books, charts, chart and grid. Powerpoint presentation, books, meta cards Grid paper,play money(paper bills),coins,cubes,blocks				Cards, place value chart,books, meta cards
A. References					
1. Teacher’s Guide pages	TG pp. 176 – 178	TG pp. 176 – 178	TG pp. 179 - 186	TG pp. 179- 186	TG pp. 186- 189
2. Learner’s Material pages	LM pp.133 – 136	LM pp.133 – 136	LM pp. 137 - 139	LM pp. 140 - 141-	LM pp. 143 - 145
3. Textbook pages					
4. Additional Material from Learning Resource (LR) Portal					
B. Other Learning Resources					
IV. PROCEDURES					

A. Reviewing previous lesson or presenting the new lesson.	Let the pupils solve the problem written on chart/blackboard Ryan has 9/10 m of ribbon. Sheena’s ribbon is ½ m longer than Ryan’s. How many meters of ribbon do the kids have altogether?	Let the pupils look at the blocks or cubes model on LM pp. 134 to visualize 0.7. Observe that there are 10 cubes representing the whole. Cross out 7 cubes from the whole unit.	Show to pupils models like number lines, blocks, number grids, cubes. Let them visualize the fractions.	Rename the following decimal numbers in fractions. 0.45 0.54 0.65 0.75 0.90 Dick paid Php20.25 for her handkerchief. Write 20.25 in fraction. Game: Show me who I am Name the shaded parts.
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		posts are painted. $\frac{5}{10}$ is written as 0.5 in decimal.	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? Solving a problem. Ask the pupils to write in fraction form the parts of the cake the children shared	 Ask>What is the equivalent of $\frac{3}{10}$ in decimal form? How do you rename $\frac{3}{10}$ to decimal? $\frac{3}{10}$ 3 tenths 0.3	What digit is in the tenths place? What is its value? What digit is in the hundredths place? What is its value? What digit is in the ones place? What is its value?
D. Discussing new concepts and practicing new skills #1	Present this situation to 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? Explain to pupils LM p. 134 – 135 using blocks, grid, cubes, number lines	Think of a 1 peso coin. This is equal to 100 centavos. 40 centavos can be written as $\frac{4}{100}$ in fractional form or 0.40 in decimal form.	Show solution to solve the problem.  0.8 eight-tenths $\frac{8}{10}$ 0.1 0.2 0.3 0.4 0.5 0.6 0.7 0.8 0.9 0.10  0.8 = $\frac{8}{10}$ 0.8 is read and written as eight tenths $\frac{8}{10}$ is read and written as eight tenths 0.8 = $\frac{8}{10}$	Have the pupils work on renaming fractions to decimal numbers. $\frac{1}{10}$ $\frac{4}{10}$ $\frac{6}{10}$ $\frac{4}{5}$ $\frac{1}{2}$ Solutions: $\frac{1}{10} = 0.1$ $\frac{4}{5} = \frac{8}{10} = 0.8$ $\frac{4}{10} = 0.4$ $\frac{1}{2} = \frac{5}{10} = 0.5$ $\frac{6}{10} = 0.6$ Rename the following fractions to decimal numbers. $\frac{1}{100}$ $\frac{48}{100}$ $\frac{19}{20}$ $\frac{16}{50}$ $\frac{8}{25}$ Solutions: $\frac{1}{100} = 0.01$ $\frac{48}{100} = 0.48$ $\frac{19}{20} = \frac{95}{100} = 0.95$ $\frac{16}{50} = \frac{32}{100} = 0.32$ $\frac{8}{25} = \frac{32}{100} = 0.32$	Let the pupils perform what's in the LM p. 144 Get Moving and answer the following questions. What digit holds the tenths place in 0.78? What is the value of 8 in 0.28? What digit occupies the hundredths place in 0.65? What is the value of 6 in 0.60? In 0.53, what digit is in the hundredths place?
E. Discussing new concepts and practicing new skills #2	Guided Practice Performing the Activities on TG pp. 177-178 Group I – Use of blocks/cubes Group II – use of grid Group III – use of number lines Group IV – use of money. Let the groups present their output one at a time.	Guided Practice Draw number lines to show the following decimals. 0.3 0.25 0.4 0.1 0.2	Guided Practice Look at the hundred squares. Let the group shade the parts. Shade the 0.14 of the grid. 	Guided Practice Let the group answer the following. Group I Get Moving on LM p. 142 Group II – Let them answer Keep Moving on LM p. 142 Group III –Rename the following fractions to decimal numbers. $\frac{5}{10}$ $\frac{10}{100}$ $\frac{6}{10}$ $\frac{60}{100}$ $\frac{90}{100}$	Guided Practice Let the pupils do Keep Moving on LM p. 144 Table A (1-6) B. Write the place value and value of the underlined digits LM p. 144

F. Developing mastery (Leads to Formative Assessment 3)	Independent Practice Ask the pupils to work on the items on Get Moving LM pp. 134- 135	Independent Practice Write each amount using the peso sign. 75 centavos 5 centavos 95 centavos one peso	Independent Practice Rename the following decimal numbers to fractions. Get Moving on LM p. 139 Keep Moving on Lm p. 139. (1 – 10)	Independent Practice Solve the problem. In a long jump contest, Sharon recorded 75/100 meter while Thea had a record of 50/100 meter. How much farther did Sharon jump than Thea? Write the answer in decimal form.	Independent Practice Name the place value and value of the digits 5, 6, 7, 8, and 9. <table><tr><td>Decimal Number</td><td>Place Value</td><td>Value</td></tr><tr><td>0.52</td><td></td><td></td></tr><tr><td>0.26</td><td></td><td></td></tr><tr><td>0.29</td><td></td><td></td></tr><tr><td>0.48</td><td></td><td></td></tr><tr><td>0.72</td><td></td><td></td></tr></table>	Decimal Number	Place Value	Value	0.52			0.26			0.29			0.48			0.72		
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G. Finding practical applications of concepts and skills in daily living	Ask the pupils to do items 1 to 5 under Apply Your Skills on LM p. 135 and 136.	Let the pupils read and write the answers on their notebooks. Suppose that you are Shannon. Shannon bought 0.75 kg of sugar. Draw a grid or blocks to show the given decimal number.	Ask the pupils to do items 1- 5 under Apply Your Skills on page 139, LM Math 4.	Ask the pupils to do items 1 to 4 under Apply Your Skills on page 142, LM Math 4	Ask the pupils to do activity under Apply Your Skills on page 145 of LM Math Grade 4																		
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? *To visualize a decimal number, we use grid, blocks, number line, and money.	How do you visualize decimal numbers? How do you identify the number of equal parts of the whole unit? *To visualize a decimal number, we use grid, blocks, number line, and money.	How do you rename decimal numbers to fractions? *To rename decimal numbers to fractions, write the decimal as a fraction with 10 or 100 as the denominator, then reduce to lowest term.	To rename fractions whose denominators are 10 and 100 to decimal numbers, count the zeroes in the denominator. The tenth has one digit after the decimal point. The hundredths has 2 digits after the decimal point. Zero is used as a placeholder. To rename fractions whose denominators are factors of 10 and 100, first rename the fractions in their equivalent fractions in tenths and hundredths, then write them in decimal numbers.	In a decimal, the place value of the first digit after the decimal point is tenths and its value is 0.1. The next digit is hundredths and the value is 0.01.																		

I. Evaluating learning	Using models, visualize the following decimal numbers: 1.0.20 3. 0.50 5. 0.90 2.0.25 4. 0.75	Draw a grid to show the following decimals. 0.6 0.9 0.55 0.75 0.89	Directions: Express the following as fractions. 1) 0.2 5) 0.56 2) 0.04 3) 0.64 4) 0.08	Directions: Express the following as decimal numbers. 4/10 7/100 25/100 75/100 ¾ 9/20 12/50	Directions: Give the place value and the value of the underlined digit. 0. <u>5</u> 6 0.8 <u>5</u> 0. <u>6</u> 5 0. <u>9</u> 5 0.7 <u>5</u>																		
J. Additional activities for application or remediation	Visualize the following number using grid. 1. 0.10 3. 0.20 2. 0.30 4. 0.40	Timothy harvested some vegetables in the garden. The squash weighed 0.95 kg. Draw a weighing scale to show the given decimal number.	Solve. Irene bought 0.50 kg of fish and 0.70 kg of lean meat. Which is heavier? Write your answer in fractional form.	Rename the following fractions as decimal numbers. 5/10 10/100 6/10 60/100 90/100	Name the place value and the value of the following even number digits by completing the table below. <table><tr><th>Decima l Numb er</th><th>Place Value</th><th>Value</th></tr><tr><td>0.23</td><td></td><td></td></tr><tr><td>0.45</td><td></td><td></td></tr><tr><td>0.67</td><td></td><td></td></tr><tr><td>0.76</td><td></td><td></td></tr><tr><td>0.54</td><td></td><td></td></tr></table>	Decima l Numb er	Place Value	Value	0.23			0.45			0.67			0.76			0.54		
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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?	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary

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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?	<i>Planned Innovations:</i> ☐ 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	<i>Planned Innovations:</i> ☐ 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	<i>Planned Innovations:</i> ☐ 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	<i>Planned Innovations:</i> ☐ 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	<i>Planned Innovations:</i> ☐ 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