



GRADES 1 to 12
DAILY LESSON LOG

School:		Grade Level:	IV
Teacher:	File Created by DepEd Click	Learning Area:	MATHEMATICS
Teaching Dates and Time:	OCTOBER 17-21, 2022 (WEEK 9)	Quarter:	1ST QUARTER

	LUNES	MARTES	MIYERKULES	HUWEBES	BIYERNES
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I. OBJECTIVES					
A. Content Standards	Demonstrates understanding of multiplication and division of whole numbers including money				
B. Performance Standards	Is able to apply multiplication and division of whole numbers including money in mathematical problems and real-life situations				
C. Learning Competencies/ Objectives (Write the LCcode for each)	Performs a series of two or more operations applying Multiplication, Division, Addition, Subtraction (MDAS) correctly.				
II. CONTENT (Subject Matter)	Order of Operations At the end of this lesson, you will be able to: 1. represent and explain Multiplication, Division, Addition, and Subtraction (MDAS) correctly; and 2. perform a series of two or more operations.	Order of Operations At the end of this lesson, you will be able to: 1. represent and explain Multiplication, Division, Addition, and Subtraction (MDAS) correctly; and 2. perform a series of two or more operations.	Order of Operations At the end of this lesson, you will be able to: 1. represent and explain Multiplication, Division, Addition, and Subtraction (MDAS) correctly; and 2. perform a series of two or more operations.		
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages	Math 4, Module 10		Math 4, Module 10		Math 4, Module 7
2. Learner's Material pages					
3. Textbook pages					

4. Additional Materials from Learning Resource LR portal			
B. Other Learning Resources	Flashcards, pictures, illustrations	Cutouts, activity sheets, pictures	Cutouts, activity sheets, pictures
IV. PROCEDURE			
	<p>What I Know</p> <p>Simplify the mathematical expressions and then solve.</p> <ol style="list-style-type: none"> $4 \times 9 + 9$ $15 - 2 \times 5$ $24 - 2 \times 9$ $1 + 2 \times 9$ $6 + 8 \times 8$ <p>Solve the problems below.</p> <ol style="list-style-type: none"> Joland and Johann agreed to have equal shares from selling banana cue to their neighbors for ₱15 each. How much will each of them receive if Joland and Johann were able to sell, 30 pieces and 36 pieces, respectively? A certain hospital received Personal Protective Equipment (PPE) for its 126 medical frontliners consisting of 3 face masks and 10 pairs of gloves for each frontliner. How many pieces of PPE did the hospital receive in all? Hugo and his 3 siblings are playing with wooden cubes. He gives his siblings 54 cubes each. Hugo's cubes are twice as many as the number of cubes each of his sibling has. How many wooden cubes do they have in all? A certain barangay received 24 boxes of canned goods with 48 cans in each box. If there are 288 families in the said barangay, how many canned goods will each of the family receive? Before the pandemic, a jeepney can transport 22 passengers in going to Nabua from Palsong and another 22 passengers in going back. During the General Community Quarantine, it can only transport half the number of passengers for each trip. If the jeepney can only make 6 one-way trips a day at a regular fare of ₱15, how much will a driver earn in a day? 	<p>What is It</p> <p>READ AND LEARN MORE</p> <p>To find each value, we can use the MDAS rule. MDAS stands for the four basic operations - Multiplication, Division, Addition, and Subtraction.</p> <p>First, multiply or divide as they come from left to right.</p> <p>MDAS</p> <p>① ②</p> <ol style="list-style-type: none"> $3 \times 6 + 18$ $\underbrace{18 + 18}_{36}$ $3 \times 6 + 18 = 36$ $19 - 12 \div 2$ $\underbrace{19 - 6}_{13}$ $19 - 12 \div 2 = 13$ 	<p>Assessment</p> <p>Evaluate the following expressions. Show your solutions and encircle your final answer.</p> <ol style="list-style-type: none"> $7 \times 4 + 25$ $60 + 48 \div 2 \times 4$ $15 \div 3 \times 20$ $30 \div 2 \times 4 - 8 + 9$ $3 + 83 - 73$ $12 + 5 \times 16 \div 4 - 7$ $76 - 8 \times 9$ $35 \div 5 \times 8 - 7 + 9$ $9 \times 6 \div 3$ $6 \times 7 - 48 \div 12 + 75$

$$3. \begin{array}{r} \underbrace{6 \times 5}_{30} - \underbrace{15 \div 3}_5 \\ \hline 25 \end{array}$$

$$6 \times 5 - 15 \div 3 = 25$$

$$4. \begin{array}{r} 32 + \underbrace{12 \times 5}_{60} \\ \hline 92 \end{array}$$

$$32 + 12 \times 5 = 92$$

Second, add or subtract in the order they appear from left to right.

$$5. \begin{array}{r} \underbrace{11 \times 6}_{66} \div 2 \\ \hline 33 \end{array}$$

$$11 \times 6 \div 2 = 33$$

$$6. \begin{array}{r} \underbrace{51 \div 17}_3 \times 14 \\ \hline 42 \end{array}$$

$$51 \div 17 \times 14 = 42$$

$$7. \begin{array}{r} 75 + 5 - 15 \\ \hline 65 \end{array}$$

$$75 + 5 - 15 = 65$$

$$8. \begin{array}{r} 60 - 37 + 45 \\ \hline 68 \end{array}$$

$$60 - 37 + 45 = 68$$

What's In

Perform the indicated operation.

$$1) \begin{array}{r} 5341 \\ -1372 \\ \hline \end{array}$$

$$2) \begin{array}{r} 2483 \\ -786 \\ \hline \end{array}$$

$$3) \begin{array}{r} 9918 \\ +8738 \\ \hline \end{array}$$

$$4) 425 \div 17 =$$

$$5) 8712 \times 3 =$$

$$6) 5670 \div 9 =$$

$$7) 658 \times 34 =$$

$$8) 5122 \times 6 =$$

$$9) 6108 \div 12 =$$

$$10) 4396 - 739 =$$

What's More

Activity 1:

Now, try to answer these two remaining items:

$$1) 8 \times 4 - 25 \div 5 \quad 2) 18 \div 3 \times 4 - 6 + 9$$

Activity 2:

Solve the following expressions.

$$1. 25 \times 6 - 13 \times 4 \quad 5. 19 - 12 \div 2$$

$$2. 48 \div 3 \times 4 - 12 + 8 \quad 6. 72 \div 9 \times 11$$

$$3. 3 \times 6 \div 2 \quad 7. 9 \times 3 - 16 \div 4$$

$$4. 10 - 6 + 4 \quad 8. 18 \div 3 \times 4 - 6 + 9$$

Additional Activities

Answer the following problems.

A. Use the digits 5, 6, 7 and 8 once to make the expression result to 37.

$$\square \times \square - \square + \square = 37$$

B. Evaluate the expression if:

$$1) D = 3$$

$$D \times 9 - D \div D + 7$$

$$2) T = 4$$

$$96 \div T \times 6 - T + 9$$

What's New

EXPLORE AND DISCOVER

Miggy was absent for a week because he was sick. When he got back to school, he had to take a test. Items for the test are given below:

- | | | |
|-----------------------------|---------------------------|----------------------------------|
| 1. $3 \times 6 + 18$ | 5. $11 \times 6 \div 2$ | 9. $8 \times 4 - 25 \div 5$ |
| 2. $19 - 12 \div 2$ | 6. $51 \div 17 \times 14$ | 10. $18 \div 3 \times 4 - 6 + 9$ |
| 3. $6 \times 5 - 15 \div 3$ | 7. $75 + 5 - 15$ | |
| 4. $32 + 12 \times 5$ | 8. $60 - 37 + 45$ | |

Do you think Miggy can answer the test correctly? Why? What do you think will he do? If you were his classmate, what would you do to help him? What do you feel when you help someone? Why?

APPLY YOUR SKILLS

A. Perform the operations in the correct order.

- $10 \times 3 + 8 =$ _____
- $11 + 4 \times 5 \div 2 =$ _____
- $2 \times 18 \div 3 + 18 - 7 =$ _____

B. Choose the letter of the mathematical equation that represents correctly the given problem.

- Mr. David bought three light bulbs for P99.00 each and
- gave the cashier P500.00 for his payment. How much was his change?

- | |
|------------------------------|
| a. $500 - 3 \times 99 = 403$ |
| b. $500 - 3 \times 99 = 203$ |
| c. $3 \times 99 - 500 = 302$ |
| d. $3 \times 99 - 500 = 398$ |

- Nancy and her 2 friends want to buy pizza worth P90
- per box. If they will buy 2 boxes of pizza, how much should each one of them share equally?

- | |
|----------------------------------|
| a. $90 \times 2 \div 3 = 60$ |
| b. $90 \times 3 \div 2 = 90$ |
| c. $90 \div 3 \times 2 = 60$ |
| d. $90 + 90 + 90 \times 2 = 540$ |

<p>E. Which of my teaching strategies worked well? Why did these work?</p>	<p><i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Power Point Presentation <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Discussion <input type="checkbox"/> Case Method <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks</p>	<p><i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Power Point Presentation <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Discussion <input type="checkbox"/> Case Method <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks</p>	<p><i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Power Point Presentation <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Discussion <input type="checkbox"/> Case Method <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks</p>	<p><i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Power Point Presentation <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Discussion <input type="checkbox"/> Case Method <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks</p>	<p><i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Power Point Presentation <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Discussion <input type="checkbox"/> Case Method <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks</p>
<p>F. What difficulties did I encounter which my principal or supervisor can help me solve?</p>	<p><input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works</p>	<p><input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works</p>	<p><input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works</p>	<p><input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works</p>	<p><input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works</p>
<p>G. What innovation or localized materials did I use/discover which I wish to share with other teachers?</p>	<p><i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition</p>	<p><i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition</p>	<p><i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition</p>	<p><i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition</p>	<p><i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition</p>