GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	V
	Teacher:	File Created by Ma'am EDNALYN D. MACARAIG	Learning Area:	MATHEMATICS
	Teaching Dates and Time:	SEPT. 30 – OCT. 4, 2024 (WEEK 1)	Quarter:	2ND QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES					
A.Content Standards	The learner demonstrates understanding of decimals				
B.Performance Standards	The learner is able to recognize and represents decimals in various forms and texts				
C.Learning Competencies/Objectives	Gives the places value and value of a digit of a given decimal numbers through ten thousandths **Code:** M5NS – IIa.101.2	Gives the value of a digit of a given decimal number though ten thousandths **Code:** M5NS –IIa-101.2	Reads and writes decimal numbers through ten thousandths **Code:** M5NS-II a-102.2	Rounds decimal numbers to the nearest hundredths **Code:** M5NS-IIa-103.2	Compares decimal numbers **Code:** M5NS-IIb-104.2
II.CONTENT	Giving the place value and value of a digit of a given decimal numbers through ten thousandths	Giving the value of a digit of a given decimal number through ten thousandths	Reading and Writing Decimal Numbers Through Ten Thousandths	Rounding decimal numbers to the nearest hundredths	Comparing Decimal Numbers
III.LEARNING RESOURCES					
A.References					
1.Teacher's Guide pages	Curriculum Guide page 57 of 109 Lesson Guide in Elementary Mathematics 5 pp. 237-241	Curriculum Guide page 57 of 109 Lesson Guide in Elementary Mathematics 5, pp. 237-241	Curriculum Guide page 57 of 109 Page 241 of Lesson Guide in Elem Math 5	Curriculum Guide page 57 of 109 Mathematics for a Better Life pp. 130-133 Lesson Guide in Elementary Mathematics pp. 248-251	Curriculum Guide page 57 of 109 Lesson Guide in Elem. Math Grade 6 p. 46
2.Learners's Materials pages					BEAM LG Gr. 6 Module 2
3.Textbook pages	Mathematics for Better Life, pp 136-137	Growing Up With Math 5 pp. 148-149	Mathematics for Better Life 5, page 138-139	Mathematics for a Better Life pp. 138-139	
4.Additional materials from learning resource (LR) portal	DepEd Learning Portal, Math 5 – Place Value of Decimals (1325) MISOSA Module Grade 6 – Place Value of Decimals	DepEd Learning Portal, Math 5 – Value of Decimals (1325)	MISOSA Module Gr. 6- Read and Write Decimals	MISOSA Module Grade 5-Rounding Off Decimals	DLP Gr. 6 Module 7
B.Other Learning Resource	Place Value Chart for Decimals, metacards, charts	Place Value Chart, metacards	Place value chart, metacards, activity sheets	Flashcards,number line chart, powerpoint presentations	Flashcards, place value chart
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	**1. Drill** Directions: Express the following fractions in decimals.	**1. Drill** (Expressing fractions with a denominator of 10, 100 and 1000 in a decimal form) Activity: Mix and Match	**Drill** - expressing fractions as decimals Directions: Express the following fractions as decimals. 1). 23/100 5). 32/1 000	**1. Oral Drill** Game: Relay Materials: flashcards Mechanics:	**Drill** Have a game on reading decimals using flashcards **Review**

	12 3100 510 4 65100 89100 34 2910000 **2. Review** Directions: Give the place value of the underlined digit. 973 5 306 2 410 16 874 1 235	Mechanics: 1. Teacher will divide the pupils into 4 groups 2. Groups A and B will be given metacards with numbers in fraction form while group C and D will receive metacards with numbers in decimal form. 3. As the teacher say MIX , Group A, B, C and D will go around and find the equivalent fraction cards with the decimal number that each member of the group are holding. 4. As the teacher say MATCH members of group will find their match and partner will go in front together. 5. Group with the most number of perfect match will win the game. 0.19 0.020 0.14 0.2 0.180 0.16 0.025 0.005 0.12 **Review** (Review on Place value of whole numbers) Strategy: Place Value Game Mechanics: 1. Form 2 Groups. One group of Boys with 5 players and one group of Girls with 5 members and asked them to form lines. 2. Teacher will show cards with written decimals. Pupils will identify the place value of the underlined digit on the cards	2). 4 5/10 3). 17 3/100 4). 26 15/10 000 **Review** Review reading and writing whole numbers by presenting some statistics. Read the numbers and write them in words (cartolina strips) Use the following facts about the Philippines: Total land area: 299 404 square kilometres Total Water Area (within territorial limits):150 759 282 ha. Population (2002 census): 76 971 000 Foreign debt (1999): 28 380 700 000 dollars (US)	1. The class will be divided into two groups 2. Have each group hold cars such as 3. Give directions such as: Form the greatest two-digit decimal number with 2 in the hundredths place. 4. The first group to form the correct number earns a point. 5. Continue asking questions on place value of decimals until one group earns 3 points out of 5 rounds. **2. Review** Directions: Read and give the place value of the underlined digit. 1) 0.43 2) 5.638 3) 0.754 4) 11.081 5) 54.635	Have a review on rounding off decimal numbers to the nearest hundredths and thousandths. a. Have groups of five. b. Provide a card with a decimal number to each group c. Instruct the pupils to round each decimal number on blue card to the nearest hundredths and the yellow card to the nearest thousandths. d. The group with the most number of correct answers, wins

		shown. The first player of each group will write the answer on the board as fast as they can. 3. The group with the most number of point wins.			
B.Establishing a purpose for the lesson	What is a heat conductor? Give examples of heat conductors.	Look closely at this number 4. Is it a whole number or decimals? How about 0.4, how do we read it? What is the correct way of reading it?	Ask the following questions: Are you all aware of what is happening in our country? Are you aware of the economic situation in the Philippines? What is the implication of the peso-dollar exchange rate to our economy?	Who among your familes have cars? Why is it important to fill the gas tank of cars? Can we do something on how to save gasolines?	Have you experienced hiking? Ask some pupils to relate their experiences. Lead them to the discussion that hiking is a good form of exercise and it develops a sense of brotherhood/sisterhood.
C.Presenting Examples/ instances of the new lesson	Copper is a very good conductor of heat. It is the element made of electric wires. The atomic weight of copper is **63.546** grams (g).	Donna, a Grade V pupil walks **0.5208 kilometer** a day to reach the school. **Mechanics:** 1. Distribute pupils the place value chart 2. Let each group complete the place value chart by putting on the digit on the correct column based on their place value	**a. Present the following problem** Every morning Atty. Castillo reads a newspaper. He takes note of the peso-dollar exchange. One morning, he reads that the exchange rate of a US ($) dollar is P54.5960 How do we read this number? **b. Present the decimal number on the problem in a place value chart**	Mr. Catinoy had his car's tank filled with gasoline. The gasoline meter registered 10.468 litres. Round off the number of litres of gasoline to the nearest hundredths.	Two Girl Scout Patrols went hiking. Sampaguita Patrol hiked 0.75 km while Gumamela Patrol hiked 0.9 km. Which patrol hiked farther?
D.Discussing new concepts and practicing new skills #1	**Strategy: Direct Instruction** 🎬 What kind of number is 63.5460? 🎬 Let us put 63.546 in the Place Value Chart for Decimals	What is the place value of 5, the first digit right after the decimal point? 🎬 What is the place value of 2, the next digit to the right of the tenths place? What is its value? 🎬 What is the digit in hundredths place? What is its value? 🎬 Which digit is in the thousandths place? What is its value?	Group the class into four teams. Using the place value chart, pupils by group will enter the decimal number given in the problem. Ask them to post their output and do the reporting afterwards	a. Have the pupils work in their group. Have them draw a number line up to thousandths place to show their answer to the problem. Give them time to do this. Have them present their output. b. Processed the outputs by asking the following questions What digit did you round off? How did you round off the digit?	🎬 What did the Girl Scout Patrol do? 🎬 How far did Sampaguita Patrol hike? 🎬 How about Gumamela Patrol?

		🎬 Which digit is in the ten thousandths place? What is its value? 🎬 Let the pupils focus on the place value chart presented. Let them understand that 5 is under the tenths column, the place with the value of 0.1, meaning 5 has the value of 510 or 0.5. The next digit is 2 which is under the hundredths column, the place with the value of 0.01, meaning 2 has a value of 0.02.		What did you do with the other digit/s?	
E.Discussing new concepts and practicing new skills #2	What separates 63 and 546? 🎬 At what column can we find 3? Then, the place value of 3 is ones. 🎬 What is the position of 5 in the Place Value Chart? So, the place value of 5 is tenths. 🎬 Therefore, the ***place value*** is the position of a digit in the place value chart.	Have the pupils work on determining the place value and the value of a digit in the following decimal numbers. Group the class into four (4) groups. Each group works in every station simultaneously. Each of them presents their group's output. **Station 1:** Directions: Study the numeral **0.378** and answer the following questions	Give other examples	Give other examples	**Direct Instruction** Let us compare the decimals using a place value chart **Ones** **Tenths** **Hundredths** 0 . 7 5 0 . 9
F.Developing Mastery	**Thinking Skills** Use the Place Value Chart below to give the place value of the underlined digit in each decimal number. 🎬 23.642 🎬 6.049 🎬 25.571 🎬 7.203 🎬 124.435	**1.** What digit is immediately right after the decimal point? 2. What is its value? **Station 2:** Directions: Using the decimal **0.126,** perform the following: 1. Write the digit placed in the thousandths place. 2. What is its value? **Station 3:**	How did you find the activity? What fact is given in the problem? What kind of number is 54.9600? Can we express it as fraction? How? How do you read 54 9 60010 000? How were you able to read and write decimal number? How do you read 54.9600 and how it is written in words? Other decimal numbers will be provided for the pupils to read and write. Let them express these decimals also in fractions. 1). 37. 1430	Complete the table by rounding off the given numbers to the Complete the table by rounding off the given numbers to the nearest hundreths **Number** **Round Off to the Nearest Hundredths** 1) 91.937 2) 72.553 3) 817.093 4) 423.729	Let us line up all the digits according to their place values, then start comparing from the leftmost digits

		Directions: Study the decimal number **0.915.** 1. What is the position of one? 2. What is its value? **Station 4:** Directions: Using the decimal **2.136,** perform the following: 1. What digit is in the lowest place value? 2. What is its value?	2). 1. 3250 3). 98. 4510 4). 0. 3451 5). 76. 2340	5) 236.153	
G.Finding Parctical application of concepts and skills in daily living	Directions: Write the place value of the digit 6 in each decimal number. 1). 89.146 4). 7.063 2). 10.612 5). 9.846 3). 68.425	Directions: Group 1-Give the value of each digit in the given number **GROUP II** Directions: Give the value of the underlined digit.	Directions: Read then give the answer: During the Palarong Pambansa 2015, Alvin Reyes ran the 100 meter dash in 12. 8420 seconds. John Santos ran the same event in 12. 4630 seconds. Write the decimal number in words. _____	Directions: Read and answer the following problems. 1. Joshua and Marcus are playing a number game. They try to round 213.432 to the nearest hundredths. What is the answer? 2. Rina was task to round off 85.81267 to the nearest hundredths. Her answer was 85.800. Is she correct? Why?	Read and solve the problem. Aling Lourdes went to the market. While in a tricycle, she noticed that she received a change of Php 3.50 while one of the passesngers was gven Php 2.00. Whose change was smaller? Aling Lourdes dropped by a meat shop and bought the following: 0.75 kg beef, 0.8 kg chicken, 1.25 kg lean meat. Which meat did Aling Esther buy the most? the least?
H.Making generalization and abstraction about the lesson	How do we give the place value of a digit in a decimal number?	How can you give the value of the decimal digits?	How do we read and write decimal numbers?	How do we round off decimal numbers to the nearest hundredths?	How do we compare decimal numbers?
I.Evaluating learning	Directions: Give the place value of the underlined digit. 1) 89.345 2) 46.036 3) 19.346 4) 32.075 5) 90.637	Directions: Write the value of the underlined digit. 1) 0.48 4) 3.762 2) 0.037 5) 9.504 3) 2.6985	Directions: Write the following as fractions and then as decimals. 1. One hundred twenty-five and one hundredths 2. Sixty-four and two thousand three hundred ten thousandths 3. Four and nine hundredths 4. Twelve and two ten thousandths 5. Seven and fifteen thousandths	Directions: Round off the following decimals to the nearest hundredths. 1) 5.348 4). 12.183 2) 0.917 5). 8.529 3) 3.052	Directions: Compare the decimals. Use >, < or =. 1). 0.070 ____ 0.007 2). 0.305 ____ 0.350 3). 5.177 ____ 5.107 4). 0.841 ____ 0.8395 5). 7490.003 ____74.03

J.additional activities for application or remediation	Directions: Write the digit in each place value identified. A. 89.846 1) _____ hundredths 2) _____ tenths 3) _____ thousandths B. 6.329 4) _____ ones 5) _____ hundredths	Give the value of digits 5, 6, 7, 8, and 9 . Decimal Number Value 0.2306 **3.271** 1.039 **0.8134** 0.4125	Directions: Write the following decimals in words. 1). 2. 0012 - ______________________________________ 2). 0. 9160 - ______________________________________ 3). 56. 145 - ______________________________________ 4). 9. 0346 - ______________________________________ 5). 4. 0987 - ______________________________________	Directions: Round off each decimal to the nearest hundredths. 1) 0.064 5) 6.437 2) 5.256 3) 0.843 4) 7.934	Directions: Compare the decimals Write >, < or = in the blanks. 1). 0.06241 _____ 0.0641 2). 0.40 _____ 0.4000 3). 90.09 _____ 90.029 4). 13.57 _____ 13.571 5). 8.040 _____ 8.04
V.REMARKS					
VI.REFLECTION					
A.No. of learners who earned 80% in the evaluation	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. _____% of the pupils got 80% mastery
B.No.of learners who require additional activities for remediation	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time.

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C.Did the remedial work? No.of learners who have caught up with the lesson	___ 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
D.No. of learners who continue to require 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	___ of Learners who require additional activities for remediation
E.Which of my teaching strategies worked well? Why did these work?	___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
F.What difficulties did I encounter which my principal or supervisor can helpme solve?	___ 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
G.What innovation or localized materials did used/discover which I wish to share with other teachers?	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts. **___Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. **___Text Representation**: **Examples:** Student created drawings, videos, and games. **___Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts. **___Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. **___Text Representation**: **Examples:** Student created drawings, videos, and games. **___Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts. **___Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. **___Text Representation**: **Examples:** Student created drawings, videos, and games. **___Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts. **___Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. **___Text Representation**: **Examples:** Student created drawings, videos, and games. **___Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts. **___Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. **___Text Representation**: **Examples:** Student created drawings, videos, and games. **___Modeling**: **Examples:** Speaking slowly and clearly,

	Other Techniques and Strategies used: ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	modeling the language you want students to use, and providing samples of student work. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson