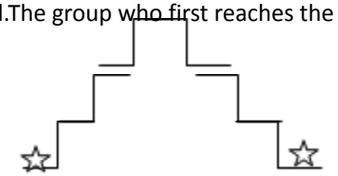
GRADES 1 to 10 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	V
	Teacher:	File Created by Ma'am ROSA HILDA P. SANTOS	Learning Area:	MATHEMATICS
	Teaching Dates and Time:	AUGUST 19 - 23, 2024 (WEEK 4)	Quarter:	1ST QUARTER

	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	a.Find the common factors and the GCF of two – four numbers using continuous division b.Compute the GCF of the given numbers using continuous division M5NS-Id-68.2/Page 54 of 109			a.Identify the multiples of a given number b.Find the common multiples and LCM of two – four numbers using continuous division c.Write the LCM of the given numbers using continuous division M5NS-Id-69.2/ Page 54 of 109	
II. CONTENT	Finds the common factors and the GCF of two - four numbers using continuous division			Finds the common multiples and LCM of two - four numbers using continuous division	
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages					
2. Learner's Material pages	DLP Gr. 5 Module 9 BEAM LG Gr. 6 – NumberTheory Lesson Guide in Elem.Math Gr. 5 p.33, Gr. 6 p.148			DLP Gr. 5 Module 11 BEAM LG Gr. 6 – NumberTheory Lesson Guide in Elem.Math Gr. 5 p.44, Gr. 6 p.151	
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resources	strips of cartolina, boxes, Flaglets, flash cards			flashcards, strips of cartolina, coins, boxes, ruler	
IV. PROCEDURES					

A. Reviewing previous lesson or presenting the new lesson	A.Preliminary Activities 1.Drill Game – Flaglets Race Have a drill on the basic multiplication facts using the game “Flaglets Race” Mechanics: a.Divide the class into four groups. The leader gets the flags. b.The teacher will flash the number written in the cartolina strips. c.Ask the first member of each group to give the factors of the number. d.The pupil who raises the flag first, gives the answer. The team gets the point if the answer is correct. For every correct answer, a flag is attached to a maze until a team reaches the finish line. If the answer is incorrect, the pupil from the other team will give his/her answer. e.The team whose flaglets reach the finish line first wins the contest. 2.Review Game – Climbing the Ladder “Reach for the Star” Mechanics: a.Divide the pupils into 2 groups. b.Flash the cards with numbers. c.The pupils identify the number whether it is prime or composite numbers. The first pupil who answers correctly climbs one step of the ladder. d.The group who first reaches the top is the winner. 		1.Drill Game – Skip Counting Mechanics: a.Divide the pupils into 4 groups. b.Flash the cards one at a time and say, “Give the next three numbers in the sequence.” Example: 0, 3, 6, 9, ___, ____ The first group, who can give the correct answer, earns a point. c.The game continues until all cards have been flashed. The group with the most number of points wins the game. **Review** Review how to use the listing method to get the LCM of the given number. List some multiplies of two given numbers. Write the common multiplies. The smallest common multiple is the LCM 3 6 9 12 15 21 24 4 8 12 16 20 24 28 Divide the class into 4 groups. Let each group get the strip of cartolina and complete the given chart. Get the LCM using Listing method. Numbers | | | | | | | | | 1) 6 | | | | | | | | |	

			10 2) 10 21 3) 9 12 4) 8 40	
B. Establishing a purpose for the lesson	3.Motivation Show a picture of a girl helping her mother in their garden. Ask the pupils to tell something about the picture. Elicit the value of helpfulness. Ask: how do you show helpfulness at home? In school? Is it good to be helpful? Why?		3.Motivation Show a picture of a boy and a girl collecting used plastic bottles. Ask the pupils to tell something about the picture. Elicit the value of recycling used objects. Ask: What are the objects that can be recycle? What do you do in the used objects like plastic bottles, used papers, glass bottles etc,. What are the good effects of recycling in our environment?	
C. Presenting examples/instances of the new lesson	1.Presentation Present this problem to the class. Kendra helps her mother in their garden. They sold 36 bougainvillea plants and 60 rose plants. They need to delivery those plants in the resort. What is the biggest number of bougainvillea and roses that can be placed in delivery trucks if these are of the same number?		1.Presentation Present this problem to the class. Have the pupils read the problem. Then ask: What did Richard and Francis collected? What does the problem ask for? How will you solve for the answer to the problem? Can you think of ways to solve it? 	

	Have the pupils read the problem. Then ask: How many bougainvillea plants were sold? How many rose plants were sold? What do Kendra and her mother needs to do with the bougainvillea plants and rose plants? How will you solve for the answer to the problem? a.Using the same given numbers 36 and 60, find the GCF by using continuous division. b.Guide the pupils to get the GCF of the given numbers. •Ask the pupil to write the number horizontally. 36 60 •What prime number can divide 36 and 60? (12) 2 36 60 •Ask the pupils to divide the numbers by the given prime number. Write the quotients below the dividends. 2 36 60 18 30 •Continue the process until none of the numbers have a common divisor. 2 36 60 2 18 30 3 9 15 3 5 Therefore the GCF is 2 x 2 x 3 = 12. •What is the GCF of 36 and 60? •How did you get the GCF of 36 and 60? By getting the product of all the prime divisor or the common factors, we obtain the GCF of the given numbers.			

D. Discussing new concepts and practicing new skills #1	**Performing the Activities** Group the pupils into 4 working teams and have them perform the task using continuous division. 1.Richard bakes 42 cupcakes and 54 cookies. He plans to pack them separately in small boxes. What is the biggest number of cupcakes and cookies that can be placed in boxes if these are of the same number? Solution: 2 | 42 54 3 | 21 27 7 9 **Prime divisors are (2 x 3) GCF is 6** 2.There are 12 grade V and 18 grade VI pupils who will join the basketball team. What is the greatest number of Grade V and Grade VI pupils that can be grouped together if all pupils are to be included? Solution: 2 | 12 18 3 | 4 6 2 3 **Prime divisors are (2 x 3) GCF is 6** 1. If the numbers are 81 and 99, what is the GCF? Solution: 3 | 81 99 3 | 9 33 3 11 **Prime divisors are (3 x 3) GCF is 9** 3Name the common factors of 39, 65, 117 Solution: 13 | 39 65 117 13 5 9 **Prime divisor is 13 GCF is 13** 4.Find the GCF of 25 75 105 120 Solution: 5 | 25 75 105 120 5 15 21 24 **Prime divisor is 5 GCF is 5**		2.Performing the Activities Group the pupils into 5 groups. Give each group a Manila paper and pentel pen for their solutions and answer s. Tell the pupils that there are three ways of getting the LCM the listing, prime factorization and the continuous division. 1.By Listing Method 8: 16 24 32 40 48 56 64 72 80 88 12: 24 36 48 60 72 84 96 108 120 132 2.By Prime Factorization 8 = 2 x 2 x 2 12 = 2 x 2 x 3 LCM = 2 x 2 x 2 x 3 3.Using the same given numbers 8 and 12, find the multiples and the LCM by using continuous division. Guide the pupils to get the multiples and the LCM of the given numbers. 2 | 8 12 2 | 4 6 Therefore the LCM is 2 x 2 x 2 x 3 =.24 2 3 •What is the LCM of 8 and 12? •How did you get the LCM of 8 and 12? By getting the product of all the prime divisor and the last set of quotients we get the Least Common Multiples (LCM).	
E. Discussing new concepts and practicing new skills #2	3.Processing the Activities Ask the groups to present and discuss their answers on the board. Expected answer:		3.Processing the Activities Let the groups present their outputs. Ask: How did you solve the correct answer? Which multiples are common	

	• We solved problem by continuous division, we multiply the prime divisors to get the GCF.			to 8 and 12? What is the smallest multiple common to 8 and 12? Expected answer: •We solved problem by listing method •We get the LCM using prime factorization •We solved problem using continuous division; getting the product of all the prime divisor and the last set of quotients we get the Least Common Multiples (LCM).	
F. Developing mastery (Leads to Formative Assessment 3)			4.Reinforcing the Concepts/Lesson A.Discuss the presentation on top of page 1 of LM Math Grade 5. B.Have the pupils do the following activities. C.Find the common factors and the GCF of the following pairs of numbers using continuous division. a)50 and 100 b) 66 and 99 c) 9, 27 and 81 d)12 , 16 and 24 e) 18, 30 and 42 Ask pupils to work on exercises A and B under Get Moving on pages 1 and 2 LM Math Grade 5. Check the pupils' answers. For mastery, have them answer the exercises A and B under Keep Moving on page 2 and 3 of LM Math Grade 5. Check on the pupils' answers.		4.Reinforcing the Concepts/Lesson Discuss the presentation on page 4 of LM Math Grade 5, and then give the following exercises. A. Find the least common multiples of the following pairs of numbers using continuous division. a)25 and 50 b)b) 7 and 14 c)c) 4, 6, 8, and 9 d)6 , 9 and 18 e)e) 3, 8 and 15 f)f) 7, 9, 21 and 63 Ask pupils to work on exercises A and B under Get Moving on pages 4 and 5 LM Math Grade 5. Check the pupils' answers. For mastery, have them answer the exercises under Keep Moving on page 5 of LM Math Grade 5. Check on the pupils' answers.

G. Finding practical applications of concepts and skills in daily living			6.Applying to New and Other Situations Have the pupils do the exercises under Apply Your Skills on page 3 LM Math Grade 5. Encourage some pupils to show and discuss their answers. 60 90 105 195		6.Applying to New and Other Situations Have the pupils do the exercises under Apply Your Skills on page 5, LM Math Grade 5. Encourage some pupils to show and discuss their answers.
H. Making generalizations and abstractions about the lesson			5.Summarizing the Lesson Summarize the lesson by asking: What is Greatest Common Factor (GCF) of two given number? How do we find the Greatest Common Factor (GCF) of two given numbers using continuous division? •Greatest Common Factor or GCF is the biggest factor common to two numbers. Continuous division is done following the steps below: •Write the number horizontally and find a prime number that will divide the numbers, if possible. •Divide by that prime number and write the quotients below the dividends. Copy any numbers not divided below them.		5.Summarizing the Lesson Summarize the lesson by asking: What is Least Common Multiple (LCM) of two given number? How do we find the Least Common Multiple (LCM) of two given numbers using continuous division? •Least Common Multiple (LCM) is the smallest non-zero number that is a multiple of all the numbers in the set. Continuous division in finding the LCM is done following the steps below: •Write the number horizontally and find a prime number that will divide the numbers, if possible. •Divide by that prime number and write the quotients below the dividends. Copy any

			•Continue the process until no two numbers have a common prime divisor. •Multiply all the prime divisors common to the given numbers to get the GCF.		numbers not divided below the dividend. •Continue the process until no two numbers have a common prime divisor. •Multiply all the prime divisors and the last set of quotients to get the LCM
I. Evaluating learning	1.		C.Assessment Find the Greatest Common Factor (GCF) of the given pairs of numbrs by continuous division. 1)16 and 24 5) 18, 27 and 36 9) 48, 56, 64 and 72 2)20 and 30 6) 36, 45 and 66 10) 27, 45, 63, and 81 3)21 and 35/7) 36, 60, 84 and 108 4)32 and 40 / 8) 12, 16, 24 and 36		C.Assessment Find the Least Common Multiple (LCM) of the given pairs of numbers by continuous division. 1)12 and 18 2)11 and 99 3)5, 10 and 30 4)4, 5 and 16 5)9, 54, 90 and 108
J. Additional activities for application or remediation			D. Home Activity Remediation Provide the following exercise. You may give more. Find the GCF of the following numbers. 1) 9 12/ 3) 18 24 32 5) 21 28 35 42 2) 15 20 4) 13 39 52 6) 10 12 14 18		Provide the following exercise. You may give more. Find the LCM of the following numbers. 1) 3 4 6 3) 4 6 12 2 2 3 5 4) 3 6 15
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?					