GRADES 1 to 12 DAILY LESSON LOG	School		Grade Level	Five
	Teacher		Learning Area	Math
	Teaching Date and Time	Week 6	Quarter	Third

	Monday	Tuesday	Wednesday	Thursday	Friday
I.OBJECTIVES					
A.Content Standards	The learner demonstrates understanding of the concept of sequence and solving simple equations				
B.Performance Standards	The learner is able to apply the knowledge of sequence in various situations				
C.Learning Competencies/Objectives	Formulates the rule in finding the next term in a sequence Code: M5AL – IIIf.6	Formulates the rule in finding the next term in a sequence Code: M5AL-IIIf-6,	Uses different strategies (looking for pattern, working backwards, etc.) to solve for the unknown in simple equations involving one or more operations on whole numbers and fractions Code: M5AL-IIIf-14	Uses different strategies (looking for pattern, working backwards, etc) to solve for the unknown in simple equations involving one or more operations on whole numbers and fractions Code: M5GE-IIIf-14	Uses different strategies (looking for a pattern, working backwards, etc.) to solve for the unknown in simple equations involving one or more operations on whole numbers and fractions. Code: M5AL-IIIf-14
II.CONTENT	Formulating the rule in finding the next term in a sequence	Formulating the Rule in Finding the Next Term in a Sequence	Geometry	Using different strategies (looking for pattern, working backwards, etc) to solve for the unknown in simple equations involving one or more operations on whole numbers and fractions	Uses different strategies (looking for a pattern, working backwards, etc.) to solve for the unknown in simple equations involving one or more operations on whole numbers and fractions.
III.LEARNING RESOURCES					
A.References					
1.Teacher's Guide pages	Curriculum Guide page 62	Curriculum Guide page 62	Curriculum Guide page 62	Curriculum Guide page 62	Curriculum Guide page 62
2.Learners's Materials pages					
3.Textbook pages	Mathematics for Better Life, pp 136-137			21st Century Mathematics 6, p.216	21st Century Mathematics 5 pp.144
4.Additional materials from learning resource (LR) portal	DepEd Learning Portal, Math 5				
B.Other Learning Resource	Illustration of patterns, Lego blocks, charts, powerpoint presentation	picture cards		strips of the number sequence flashcards chart	flash cards and cut outs
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	1. Drill Directions: Give the next term in each sequence. · AAB BBC CCD DDE _____ · 123 234 345 456 _____	1. Drill Directions: Fill in the missing figure or term. 2. Reviewing Previous Lesson	1. Drill/Review Strategy:Guessing Game Mechanics: 1) Divide the class into 4 groups.	1. Drill a. Group the class into 5. Post the strips of the number sequence on the board one at a time. Let the pupils think and solve. The group	1. Drill: Matching Game Strategy: MIX AND MATCH (Conduct a drill on identifying operations suggested by word

		Directions: Show them pictures card. Let them name each figure.	2) Teacher flashes cards with number pattern. Let them guess the missing term. Like, 3) The group that first guess the correct answer will get a point. 4) The group with the highest score wins the game.	that first guess the correct answer will get a point. The group with the most number of correct answer wins. Directions: Study the rule/pattern. Supply the missing terms. 1). 9, 16, 25, 36, ____ 2). 16, ____, 36, 49, ____, 81 3). 10, 38, 150, ____, 2 390 4). 8, 16, 64, _____, _____ 5). 6, 6, 18, _____, 630, _____ 2. Review Directions: Identify the operations suggested by the following word clues	clues.) Mechanics: Group pupils into 4. 2. Review: Guessing Game Directions: Answer each questions (Let pupils give the answer as fast as they can) 1) Subtract 16 from the sum of 24 and 25. 2) Add 36 to the difference of 78 and 36. 3) 23 less than the sum of 50 and 26 4) Twice the sum of 8 and 4. 5) 64 increased by 12.
B.Establishing a purpose for the lesson	What figures can you make using different Lego blocks?	A. Game: Odd or Even Mechanics: e. Group the pupils into two. f. As group 1 gives a number, group 2 answers odd or even, and then have them do it vice versa. g. Group with the most number of correct answers wins. B. Game 2: Continue the Pattern: Odd-Even-Even-Odd a. Using the same group, let each group take turn to complete the pattern which the other group will give. Example: (odd-even-even-odd) 1,2,4,5 7,8, 10,11 1. 3,4,___, 7 2. 15,____, 18,19 3. 21, 22, ____, _____ 4. 77,78, _____, _____ 5. 91, _____, 95	Who give you your daily allowance? How much is it? Did you spend them all? Why or why not? Why is it important to learn how to save money?	Who gives your daily allowance? How much was it? Do you spend them all? Why or why not?	Show a picture of a bamboo. Where do we usually use it? Bamboo is one of the important trees because it has many uses. Let us find out how it is used in our problem
C.Presenting Examples/ instances of the new lesson	Word Problem Sabine is building a staircase out of blocks in the patterns shown below. How many blocks will it take to build a staircase that is 25 blocks high?	Mr. Santos presented these number patterns to his grade 5 Math class. 1, 3, 7, 15, 31, 63	Present a story problem Rashanne received a weekly allowance of Php100.00 from her mother. She wants to save some money for her future use. On Monday, she deposited Php5.00 in her piggy bank. She deposited twice as much on Tuesday and Friday. How much money did Carla deposit?	Present the situation below to the class. Problem Carla received a weekly allowance of Php250.00 from her parents. She wants to save some money for her future use. On Monday, she deposited Php15.00 in her piggy bank. She deposited twice as much on Tuesday and Friday. How much money did Carla deposit?	Strategy: 4 As (Scaffold knowledge Integration) The girl scout placed five posts each 20 meters apart to fence their camp site. What is the distance from the first to the last post?
D.Discussing new concepts and practicing new skills #1	Strategy: Direct Instruction · How many blocks are there on the first step? · How many are on the second step? · How many are on the third step? · What do you notice on each step?	What do you think is the rule/pattern used to find the 2nd term? 3rd? 4th? 5th? 6th? 1 x 2 + 1 = 3 (2nd term) 15 x 2 + 1 = 31 (5th term) 3 x 2 + 1 = 7 (3rd term) 31 x 2 + 1 = 63 (6th term) 7 x 2 + 1 = 15 (4th term) Rule Formulated for the Patterns: (x 2 + 1) or (+2, +4, +8, +16, +32)	How much is the weekly allowance of Rashanne? What can you say about Rashanne? Are you doing the same like what she do with her allowance?	· Who gave Carla's allowance? · How much is her weekly allowance? · Why is she saving her money?	Let pupils analyze the word problem presented. How many post did the girl scout use to fence their camp site? What is the distance between each post? What will you do to have more bamboo trees in your place? What will you do to find the answer?
E.Discussing new concepts and practicing new skills #2			Strategy: Direct Instruction Do you think Carla can easily solve it showing a solution? Let us try to help Carla to show the complete solution. Let's do it backwards.	Strategy: Direct Instruction Do you think Carla can easily solve it showing a solution? Let us try to help Carla to show the complete solution. Let's do it backwards.	Strategy: 4 As (Scaffold knowledge Integration) Problem Solving Strategy: Draw a Diagram · Let pupils group themselves into four and solve the problem by

			Friday twice as much - (2 x Php 5.00) Tuesday twice as much - (2 x php 5.00) Monday - (Php 5.00) (2 x 5) + (2 x 5) + 5 = n 10 + 10 + 5 = Php 25.00 Carla deposited/saved Php25.00 from her allowance	Friday twice as much - (2 x Php15.00) Tuesday twice as much - (2 x php15.00) Monday - (Php15.00) (2 x 15) + (2 x 15) + 15 = n 30 + 30 + 15 = Php75.00 Carla deposited/saved Php75.00 from her allowance. What kind of pupil was Carla? Are you like her?	sharing their ideas in finding the answer. · Ask each group to post their group output. Help pupils to understand that sometimes an actual computation is not needed in order to solve the problem. Representing a problem by means of a figure, a diagram or a sketch can help visualizing the problem.
F.Developing Mastery	Strategy: Thinking Skills Directions: Discover the pattern used in these sequence · 2 6 12 20 · 2 5 10 17 · 5 6 8 11 · 5 10 20 40 · 4 9 16 25	Directions: Group the pupils into 4. Let them answer items by formulating/finding the rule in finding the next term in a sequence. Group A: 2, 5, 14, 41, 122, ____ (x 3 – 1) Group B: 1, 5, 13, 29, 61, _____ (x 2 + 3) Group C: 1, 12, 34, 78, 166, _____ (+5 x 2) Group D: 6, 9, 15, 27, 51, _____ (- 2 x 2 + 1) How did you find the activity? How were you able to find the answer to the number pattern?	Group Work: Divide the class into 3 groups. Materials: ¼ manila paper and pentel pen. Direction: Answer the problem below. Write your solution on 1/4 manila paper and be ready to present your output Christopher spent one-third of his money in the first store he went to. He spent one-half of what remained in a second store. When he left the second store, he had exactly Php 110 left. How much money had he at first?	Group the pupils into 4. Let them answer this problem. Directions: Write your solution and present your work when all the groups have done At a bake sale Mrs. Smith sold 6 dozen cookies before lunch. After lunch, Mrs. Smith sold another 7 dozen cookies. When it was time to leave, they had 2 dozen cookies left. How many cookies did she have at the start of the bake sale?	Strategy: DYAD (Working in pairs) Problem Solving Strategy: Looking for a pattern The number in a series are 5, 8, 11 14, 17 and N. What could be the next number? Let pupils look for a pattern to get the value of N. Possible Solution: Add 3 to each number to find the next number Possible Answer: 20
G.Finding Parctical application of concepts and skills in daily living	Directions: What is the pattern is used in these situations · Edwin buys trading cards as a hobby. He started with 2 cards in January, 10 in February, 18 in March, 26 in April and 34 in March. How many cards are added every month? · Mrs. Salazar is a salesman receiving a commission for every item sold. He received these commissions: Php 350 in June; Php 425 in July; Php 500 in August and Php 575 in September. How much commission were added every month?	A. Paired Activity Directions: Find the missing term. 1. Lilibeth visits her uncle, Dindo, every seventh day of the week. She visited her uncle last November 1, 2016. At what date will she visit her sister for the fourth time? 2. Dareel has a magic basket. Anything she places inside the basket doubles every minute. If she placed an guava indide the basket, how many guavas would there be after 8 minutes? B. Group Activity Group the pupils into 5's. Let them formulates 5 rules or patterns of their own. Write one number sequence for each rule. Let one member present the rules they formulated	Directions: Solve for the following problems. a) In a class, 37 of the students were boys. After a month, one boy left and the boys were the 512 of the class. How many students were there at first? b) On three consecutive days, Joaquin's car consumed 4.68 liters, 9.1 liters and 6.24 liters of gasoline. If the tank holds 42.5 liters and was full at the beginning, how much more gasoline was in the tank? c) A clock loses about 0.3 minute every hour. It was set right on Monday morning at 6:00 a.m., about what time will it show at 6:00 a.m. the next Monday morning.	Directions: Use different strategies to solve for the unknown in each problem. 1. After finishing her shopping, Althea wants to have Php25 left. She plans to buy sandals for Php45 and a purse for Php20. How much money does she need? 2. 2. Mary Rose ordered 2 suits for Php175 each and a pair of shoes. The total cost was Php395. What was the cost of the shoes?	Directions: Read the problem then solve for the correct answer then tell the problem solving strategy used Five times the number of my favorite T.V. channel increased by 13 gives 48. What is my favorite T.V. channel? The sum of 2 numbers is 139. One number is 51 more than the other. What are the 2 numbers? Elicit to pupils that the problem Involves starting at the end result and working backwards to an initial condition. What is the answer in the problem?

H.Making generalization and abstraction about the lesson	How do we formulae the rule in finding the next term in a sequence?	How do complete pattern with missing term? To complete pattern or sequence with missing term, we have to formulate rules or pattern	What are the different strategies that we could use in solving for the unknown in simple equations involving one or more operations on whole numbers and fractions?	How do we solve a problem using a working backwards strategy?	To solve a problem using different strategies such as: a) Working backward: students find the solution to a problem by starting with the answer and using inverse operations to undo the steps stated in the problem: e.g. a + b = c : c – a = b students found the answer by starting with the end result and working back to the beginning. b) Draw a Diagram - Representing a problem by means of a figure, a diagram or a sketch can help visualizing the problem c) Looking for a Pattern- Involves making tentative generalizations on the basis of examples
I.Evaluating learning	Directions: What is the pattern in these sequence? 1) 0 50 100 150 2) 2 6 18 54 3) 3 7 11 14 4) 1 8 15 22 5) 10 11 21 32	Directions: Complete the pattern. Match each pattern to the rule formulated. 1) 2,6,14,30, _____ A. (x2 – 2) 2) 3,8,23,68, _____ B. (x2 + 3) 3) 5, 12, 26, _____, 110 C. (x3 – 1) 4) 10, 23, _____, 101 D. (x5 – 1) 5) 1, 4, _____, _____, 469 E. (+1 x 2)	Directions: Read, analyze and solve the problems carefully. 1. After shopping, Mariz have Php25 left in her purse. She wanted to buy slippers for Php45 and a handkerchief for Php20. How much money does she need? 2) Jayreel ordered 2 suits for Php 265 each and a pair of shoes. He gave Php 1, 000.00 to the cashier and receives P25 as his change. What was the cost of the shoes? 3) Mr. Delos Reyes saved some money from working abroad. He spent half of his savings to buy a truck and invested half of what was left in a business. If he had P 450,550 left, how much was Mr. Delos Reyes savings? 4) A rescue team composed of a doctor, a soldier, and a fireman have to cross a river using a boat that could carry no more than 150 kg of weight. The doctor weighs 71 34 kg, the fireman weighs 81 28 kg, and the soldier weighs 76 12 kg. How can the rescue team cross the river using the boat? 5) Aling Marta had 13 of a dozen eggs. She bought some more eggs for week's supply. She used 34 of a dozen eggs for a cake and 13 of a dozen for an omelet. If she had 1 512 dozen eggs left, how many dozen eggs did she buy?	Directions: Use different strategies to solve for the unknown in each problem. 1. Mary has some bananas. Joan had 3 times as many as Mary but ate 4 and now she has 5. How many bananas does Mary have? 2. When Kevin rode in a jeepney, he noticed some people sitting. At the next jeepney stop, 5 people got in and 2 people got off. The jeepney stops later, 7 people got in. All 15 people got off the jeepney at the terminal station. How many people were in the jeepney when Jose got on the bus? 3. Vea, Wynmer, John, and Aple are members of the same family. Vea is 2 years older than Aple, who is 21 years older than John. John is 4 years older than Wynmer, who is 7 years old. How old are Vea, John, and Aple? 4. Mysterose and Maryrose sold 12 show tickets altogether. Mysterose sold 2 more tickets than Maryrose. How many tickets did each girl sell? 5. Carol has written a number pattern that begins with 1, 3, 6, 10, 15. If she continues this pattern, what are the next four numbers in her pattern?	Directions: Read, analyze and solve the problems carefully by using the appropriate strategies. 1. Of the 90 pupils in the grade five class, 35 are taking dance lessons. What fraction of the grade five class is taking dance lesson 2. The old London Bridge in England was divided into 19 arches. The bridge was 156.6 m long. About how long was each arch? 3. Claire played her records for 45 minutes. For what part of an hour did she play her records? 4. Lucia has some guava. Jean had 3 times as many as Lucia but ate 4 and now she has 5. How guava does Lucia have? 5. After finishing her shopping, Chezka has Php 30 left. She spent Php 50.00 for a socks on the first store and a purse for Php 20 on the second store. . How much had she at first?
J.additional activities for application or remediation	Directions: What is the patter used in the following sequence? Give three	Directions: Find the missing terms and write the rules. 1). 5, 6, 8, ____, 15, ____	Directions: Solve each problem. Use any strategy appropriate for each problem.	Directions: Use different strategies to solve for the unknown in each problem.	Directions: Solve the following problems. Show your solution.

	more number after the last term of the sequence. 1) 6 10 14 18 2) 12 32 52 72 3) 3 9 27 81	2). 18, 20, 24, ____, 38, ____ 3). 55, 54, 51, 46, ____, ____, 19 4). 25, 28, 3, ____, ____, 70 5). 82, 81, 78, ____, 66, ____	1) Don Eduardo owned a piece of land with an area of 2 300 000 m². He donated 150 000 m² of the land for a school site and 75 000 m² for a hospital site. Then he divided the rest equally among his 4 sons. How many square metres of did each sons receive? 2) Mr. Catinoy bought a car for Php 155,250. He spent 25,136 to upgrade its engine and sold the car for Php 200,000. Find his profit. 3) Father mixed 2 12 litres of green paint and 3 37 litres of white paint in a container. If he used 5 34 litres of the mixture, how many litres of paint were left in the container?	Sarah got on the school bus. At the stop after Sarah's, 7 pupils got on. Five pupils got on the bus at the next stop. At the last stop before the school, 9 pupils got on. When the bus arrived at school, 38 pupils got off. How many pupils were already on the bus when Sarah got on?	1. When Jose rode on a bus, he noticed some people sitting. At the next bus stop, 5 people got on and 2 people got off. Two stops later, 7 people got on. All 15 people got off the bus at the terminal station. How many people were in the bus when Jose got on the bus?
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. ___Some pupils did not finish their work on time due to unnecessary behavior.
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. ***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	*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. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel 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	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	***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	***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	***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	***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the

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