

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	V
	Teacher:	Credits to the Author	Learning Area:	MATHEMATICS
	Teaching Dates and Time:	JANUARY 23-27, 2023 (WEEK 10)	Quarter:	2ND QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	Demonstrates understanding of proportion.				
B. Performance Standards	Is able to apply proportion in mathematical problems and real-life situations.				
C. Learning Competencies / Objective	Defines a proportion. M5NS – Iij – 127.1	Defines a proportion. M5NS – Iij – 127.1	Recognizes when two quantities are in direct proportion. M5NS – Iij – 128	Second Quarterly Examination	Second Quarterly Examination
II. CONTENT	Number and Number sense	Number and Number sense	Number and Number sense	Number and Number sense	Number and Number sense
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages					
2. Learner's Materials pages					
3. Textbook pages					
4. Additional Materials from Learning Recourses (LR) portal					
B. Other Learning Resource	Charts, pictures, flash cards	Charts, pictures, flash cards	Charts, pictures, flash cards	Test Paper	Test Paper
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Drill: Tell whether the following ratios are equivalent or not Review: Find the missing term in the following pair of equivalent fractions	What is a proportion?	Drill: Give the ratio of the following in lowest terms Review: Tell whether the following ratios show proportion or not		
B. Establishing a purpose for the lesson	Motivation: Do you know how to cook	Where is longanisa made of?	Motivation: Find the hidden message. Give the missing term to form a proportion		
C. Presenting examples/ instances of the new lesson	Problem Opener: Present problem opener to the pupils Analysis and Discussion: What do you notice with the data on our table? Do they form equivalent ratios? –	Read. Aling Otya uses 6 kilos of pork to make 24 dozens of longanisa. What is the ratio of the number of longanisa to the number of pork used? 	Problem Opener: Present the problem opener to the pupils Analysis and Discussion: How many tablespoonful of baking powder are needed for 16		

	Performing the Activity and Processing the activity		pancakes? 48 pancakes? – Performing the Activity and Processing the Activity		
D. Discussing new concepts and practicing new skills #1	Fill in each blank to complete the sentence based on the given proportion, $16:28 = 4:7$ a. The first term is _____ b. The second term is _____ c. The third term is _____ d. The fourth term is _____ e. We call the first and fourth term as _____ f. We call the second and third term as _____	The ratio of longanisa to pork is 24 to 6 or 24:6. We can form another ratio from 24:6 by reducing this to lowest terms. $24:6 = 4:1$ How did we do this? $\frac{24 \div 6}{6 \div 6} = \frac{4}{1}$ or $24:6 = 4:1$ How do we check if the second ratio is proportional to the given ratio? There are two parts in a proportion – the means and the extremes $24 : 6 :: 4 : 1$ means extremes	Group Work Give each group an activity card. Write the first name of your teacher if the problem shows a direct proportion and write his/her surname if it doesn't show proportion. a. In the purple paint mixture the ratio of blue to red paint is 4:3. What would be the new ratio if the painter doubles the amount? b. You have found out that a good ratio of pizzas to people is 1:3. You are having a party and there will be 12 people. How many pizzas do you need for the party? c. A housewife a sufficient charcoal to last 12 days provided she uses only 2 buckets of charcoal a day. How long will the charcoal lasts if she uses 3 buckets a day? d. It took 20 men $2\frac{1}{2}$ days to repair a street. How long might the job have taken if only 15 men were working? e. If 3 persons can make 5 dozens ube in a day, how many dozens of ube can be made by 8 persons in a day?		
E. Discussing new concepts and practicing new skills #2	Find which pairs of the given ratios are equal. a. 3:2 and 8:12 b. 1:6 and 18:3 c. 6:15 and 2:5 d. 3:15 and 7:35 e. 4:5 and 10:8	<i>Remember</i> Means refer to the inner terms in a proportion. Extremes refer to the outer terms in a proportion. The two ratios are proportional if the product of the extremes is equal to the product of the means. Thus, <i>proportion</i> means that two ratios are equal. To find proportion, we can use cross multiplication.	Check whether the following statements show direct proportion. Draw a happy face if it shows direct proportion and a sad face if not.		

			_____ a. Three pieces of pad paper cost P1.00 while 21 pieces of pad paper cost P7.00. _____ b. Four colored pencils cost P25.00 while 5 colored pencils P20.00. _____ c. Two boiled bananas cost P7.00 while 6 boiled bananas cost P21.00. _____ d. Three teachers for every 125 pupils:5 teachers for every 100 pupils _____ e. A motorist travels 275km in 5 hours and continue traveling at 140km for 2 hours.												
F. Developing Mastery (Leads to Formative Assessment 3)	Complete the table to build a proportion.	Get Moving! A. Write YES if the pair of ratios form a proportion and NO if they do not. <table><tr><td>1. 8:10, 40:50</td><td>6. 8:4, 6:3</td></tr><tr><td>2. 1:3, 4:9</td><td>7. 4:4, 8:6</td></tr><tr><td>3. 9:5, 18:10</td><td>8. 3:6, 2:1</td></tr><tr><td>4. 7:2, 14:6</td><td>9. 5:7, 6:9</td></tr><tr><td>5. 7:8, 49:56</td><td>10. 12:16, 15:20</td></tr></table>	1. 8:10, 40:50	6. 8:4, 6:3	2. 1:3, 4:9	7. 4:4, 8:6	3. 9:5, 18:10	8. 3:6, 2:1	4. 7:2, 14:6	9. 5:7, 6:9	5. 7:8, 49:56	10. 12:16, 15:20	1. Write a proportion for each problem, then find the missing term. a. The ratio of 2 numbers is 3:5. The larger number is 30. What is the smaller number? b. There are 5 teachers to 125 pupils during the school program. How many teachers were there if there were 2 500 pupils? c. The ratio of male teachers to female teachers in a school is 2:9. If there are 108 female teachers, how many male teachers are there? 2. Dolor cooks for her family. Her recipe for ube jam is 4 cups of boiled and mashed ube, 1 cup sugar and 3 cups of milk. If the recipe is good for 2 small bilao, how can Dolor modify it for 5 bilaos?		
1. 8:10, 40:50	6. 8:4, 6:3														
2. 1:3, 4:9	7. 4:4, 8:6														
3. 9:5, 18:10	8. 3:6, 2:1														
4. 7:2, 14:6	9. 5:7, 6:9														
5. 7:8, 49:56	10. 12:16, 15:20														

G. Finding practical application of concepts and skills in daily living	Draw a if the given show proportion and draw a if it doesn't show proportion. _____ a. 3:9 = 9:27 _____ b. 7:1= 5:3 _____ c.15:5 = 5:15 _____ d.8:2 = 4:1 _____ e. 6:20 = 12:40	B. Check if each pair of ratios make a proportion by using cross-product <table><tr><td>1. $\frac{4}{10}, \frac{2}{5}$</td><td>6. $\frac{6}{9}, \frac{2}{3}$</td></tr><tr><td>2. $\frac{9}{23}, \frac{3}{21}$</td><td>7. $\frac{1}{3}, \frac{2}{5}$</td></tr><tr><td>3. $\frac{14}{16}, \frac{7}{8}$</td><td>8. $\frac{6}{9}, \frac{2}{3}$</td></tr><tr><td>4. $\frac{9}{6}, \frac{6}{4}$</td><td>9. $\frac{18}{10}, \frac{9}{5}$</td></tr><tr><td>5. $\frac{2}{7}, \frac{3}{8}$</td><td>10. $\frac{5}{6}, \frac{6}{7}$</td></tr></table>	1. $\frac{4}{10}, \frac{2}{5}$	6. $\frac{6}{9}, \frac{2}{3}$	2. $\frac{9}{23}, \frac{3}{21}$	7. $\frac{1}{3}, \frac{2}{5}$	3. $\frac{14}{16}, \frac{7}{8}$	8. $\frac{6}{9}, \frac{2}{3}$	4. $\frac{9}{6}, \frac{6}{4}$	9. $\frac{18}{10}, \frac{9}{5}$	5. $\frac{2}{7}, \frac{3}{8}$	10. $\frac{5}{6}, \frac{6}{7}$	Apply the direct proportion in answering the following problems. a. Alma can type 165 words in 2 minutes. How many words can she type in 8 minutes? b. Five men can produce 20 armchairs in 1 day. How many armchairs can be made by 7 men in a day? c. Five bags of flour with equal weight weigh 35 kg. How many bags of flour are needed to weigh 56 kg.																										
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H. Making generalizations and abstractions about the lessons	What is a proportion? What are the terms or elements in a proportion? Proportion is a statement that two ratios are equal. Thus, the product of the means is equal to the product of the extremes.	<i>Remember</i> Means refer to the inner terms in a proportion. Extremes refer to the outer terms in a proportion. The two ratios are proportional if the product of the extremes is equal to the product of the means. Thus, <i>proportion</i> means that two ratios are equal. To find proportion, we can use cross multiplication.	What is a direct proportion? Two quantities are in direct proportion if an increase in the one quantity produces the same rate of increase in the other quantity.																																				
I. Evaluating Learning	Identify which of the following ratios show proportion. Write YES or NO on the blank. a. 3:4=12:16 _____ b. 3:2= 6:4 _____ c. 4:5= 13:15 _____ d. 6:36= 1:6 _____ d. 9:2= 72:16 _____	C. Encircle the ratios that will make a proportion. <table><tr><td>1. 5:2</td><td>a. 4:3</td><td>b. 10:4</td><td>c. 6:5</td></tr><tr><td>2. 7:4</td><td>a. 10:2</td><td>b. 3: 1</td><td>c. 5:1</td></tr><tr><td>3. 2:7</td><td>a. 1:3</td><td>b. 7:21</td><td>c. 7:14</td></tr><tr><td>4. 3:14</td><td>a. 4:7</td><td>b. 9:21</td><td>c. 3:7</td></tr><tr><td>5. 2:4</td><td>a. 12:24</td><td>b. 3:15</td><td>c. 4:16</td></tr></table> <table><tr><td>_____ 4) 5 : 2 = 10 : 4</td><td>_____ 14) 15 : 25 = 60 : 100</td></tr><tr><td>_____ 5) 3 : 4 = 6 : 8</td><td>_____ 15) 11 : 9 = 30 : 24</td></tr><tr><td>_____ 6) 4 : 5 = 16 : 20</td><td>_____ 16) 7 : 14 = 21 : 41</td></tr><tr><td>_____ 7) 5 : 4 = 10 : 4</td><td>_____ 17) 6 : 35 = 30 : 175</td></tr><tr><td>_____ 8) 6 : 2 = 3 : 2</td><td>_____ 18) 6 : 8 = 102 : 140</td></tr><tr><td>_____ 9) 6 : 5 = 30 : 25</td><td>_____ 19) 12 : 17 = 102 : 140</td></tr><tr><td>_____ 10) 5 : 3 = 9 : 15</td><td>_____ 20) 18 : 13 = 225 : 156</td></tr></table>	1. 5:2	a. 4:3	b. 10:4	c. 6:5	2. 7:4	a. 10:2	b. 3: 1	c. 5:1	3. 2:7	a. 1:3	b. 7:21	c. 7:14	4. 3:14	a. 4:7	b. 9:21	c. 3:7	5. 2:4	a. 12:24	b. 3:15	c. 4:16	_____ 4) 5 : 2 = 10 : 4	_____ 14) 15 : 25 = 60 : 100	_____ 5) 3 : 4 = 6 : 8	_____ 15) 11 : 9 = 30 : 24	_____ 6) 4 : 5 = 16 : 20	_____ 16) 7 : 14 = 21 : 41	_____ 7) 5 : 4 = 10 : 4	_____ 17) 6 : 35 = 30 : 175	_____ 8) 6 : 2 = 3 : 2	_____ 18) 6 : 8 = 102 : 140	_____ 9) 6 : 5 = 30 : 25	_____ 19) 12 : 17 = 102 : 140	_____ 10) 5 : 3 = 9 : 15	_____ 20) 18 : 13 = 225 : 156	Put a / mark if the proportion shows direct proportion and X if not. a. 12:4= 24:8 _____ b. 8:5=4:10 _____ Tell whether the following problems use direct proportion. c. If 6 men can do a job in 5 days, how long will it take 3 men to do the job at the same rate? d. Fifteen men can do a job in 12 days. After 4 days, five men are transferred to another job. How long will it take the remaining men to finish the job? e. Twelve boy scouts have enough food to last for 5		
1. 5:2	a. 4:3	b. 10:4	c. 6:5																																				
2. 7:4	a. 10:2	b. 3: 1	c. 5:1																																				
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			days. How long will the food last if there are 8 boy scouts?		
J. Additional activities for application or remediation	Solve. a. If 12 pencils are bought for P60, how much will you pay for 25 pencils? b. The ratio of two numbers is 3:5. If the smaller number is 45, what is the larger number?	 Keep Moving! A. Which two ratios form a proportion? Check (✓) the blank before the number of the two ratios that form a proportion and cross out (X) those that are not. ☐ 1) 1 : 2 = 2 : 4 ☐ 11) 13 : 9 = 26 : 19 ☐ 2) 5 : 6 = 6 : 12 ☐ 12) 18 : 32 = 36 : 96 ☐ 3) 4 : 2 = 2 : 4 ☐ 13) 7 : 13 = 49 : 91	Read, analyze and solve the following problems using direct proportion. a. Bela made 6 liters of coco jam after 3 days. How many days did Bela spend making coco jam if she made 8 liters? b. Three ballpens cost P18.00. How much will 5 ballpens cost? c. If 12 pencils are bought for P60, how much will you pay for 25 pencils? d. There are 7 children for every 2 adults in a plaza. How many adults are there, if there are 21 children? e. Two numbers are in the ratio of 4:5. If the sum is 130, find the two numbers?		
a. REMARKS					
b. REFLECTIONS					
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 remediation lesson 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?					