

 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 10-14, 2022 (WEEK 8)	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 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			
	What I Know Simplify the mathematical expressions and then solve. $4 \times 9 + 9$ $15 - 2 \times 5$ $24 - 2 \times 9$ $1 + 2 \times 9$ $6 + 8 \times 8$ Solve the problems below. - 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?	What is It READ AND LEARN MORE To find each value, we can use the MDAS rule. MDAS stands for the four basic operations - Multiplication, Division, Addition, and Subtraction. First, multiply or divide as they come from left to right. MDAS ① ② 1. $3 \times 6 + 18$ ① $18 + 18$ ② 36 $3 \times 6 + 18 = 36$ 2. $19 - 12 \div 2$ ① $19 - 6$ ② 13 $19 - 12 \div 2 = 13$	Assessment Evaluate the following expressions. Show your solutions and encircle your final answer. $7 \times 4 + 25$ $60 + 48 \div 2 \times 4$ $15 \div 3 \times 20$ $30 \div 2 \times 4 - 8 + 9$ $3 + 83 - 73$ $12 + 5 \times 16 \div 4 - 7$ $76 - 8 \times 9$ $9. 35 \div 5 \times 8 - 7 + 9$ $9 \times 6 \div 3$ $6 \times 7 - 48 \div 12 + 75$

		3. $6 \times 5 - 15 \div 3$ 30 - 5 25 1 2 $6 \times 5 - 15 \div 3 = 25$ 4. $32 + 12 \times 5$ 32 + 60 92 1 2 $32 + 12 \times 5 = 92$ Second, add or subtract in the order they appear from left to right. 5. $11 \times 6 \div 2$ 66 $\div 2$ 33 1 2 $11 \times 6 \div 2 = 33$ 6. $51 \div 17 \times 14$ 3 $\times 14$ 42 1 2 $51 \div 17 \times 14 = 42$ 7. $75 + 5 - 15$ 80 - 15 65 1 2 $75 + 5 - 15 = 65$ 8. $60 - 37 + 45$ 23 + 45 68 1 2 $60 - 37 + 45 = 68$	
	What's In Perform the indicated operation. 1) $5\,341$ $-1\,372$ 2) $2\,483$ -786 3) $9\,918$ $+8\,738$ 4) $425 \div 17 =$ $5) 8\,712 \times 3 =$ $6) 5\,670 \div 9 =$ 7) $658 \times 34 =$ $8) 5\,122 \times 6 =$ $9) 6\,108 \div 12 =$ 10) $4\,396 - 739 =$	What's More Activity 1: Now, try to answer these two remaining items: 1) $8 \times 4 - 25 \div 5$ 2) $18 \div 3 \times 4 - 6 + 9$ Activity 2: Solve the following expressions. 1. $25 \times 6 - 13 \times 4$ 5. $19 - 12 \div 2$ 2. $48 \div 3 \times 4 - 12 + 8$ 6. $72 \div 9 \times 11$ 3. $3 \times 6 \div 2$ 7. $9 \times 3 - 16 \div 4$ 4. $10 - 6 + 4$ 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. $75 \div 5 - 15$ 4. $32 \div 12 \times 5$ 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. 1. $10 \times 3 + 8 =$ _____ 2. $11 + 4 \times 5 \div 2 =$ _____ 3. $2 \times 18 \div 3 + 18 - 7 =$ _____ 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. $90 + 90 + 90 \times 2 = 540$	

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