

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	V
	Teacher:	File created by Ma'am MAGGIE D. UBALDO	Learning Area:	MATHEMATICS
	Teaching Dates and Time:	SEPTEMBER 5 – 9, 2022 (WEEK 3)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES	1. Solve routine and non-routine problems involving factors and multiples and divisibility rules for 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12. 2. Analyze routine and non-routine problems involving factors and multiples. 3. Work cooperatively in group activities.	1. Solve routine and non-routine problems involving factors and multiples and divisibility rules for 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12. 2. Analyze routine and non-routine problems involving factors and multiples and divisibility rules for 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12. 3. Work cooperatively in group activities	1. Find the factors of a given number. 2. Identify the factors of a given number 3. Show talents on creativity	1. Solves mathematical expressions using PMDAS or GMDAS rule. 2. Explains and interprets mathematical expressions using PMDAS or GMDAS rule. 3. Show respect to the people in the community.	Weekly test
A. Content Standards	1.demonstrates 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	solves routine and non-routine problems involving factors, multiples, and divisibility rules for 2,3,4,5,6,8,9,10,11, and 12. M5NS-Ic-59 Lesson Guide in Elem. Math Gr. 5 p.57	solves routine and non-routine problems involving factors, multiples, and divisibility rules for 2,3,4,5,6,8,9,10,11, and 12. M5NS-Ic-59 Lesson Guide in Elem. Math Gr. 5 p.57	creates problems(with reasonable answers) involving factors, multiples and divisibility rules. M5NS-Ic-60	states, explains, and interprets Parenthesis, Multiplication, Division, Addition, Subtraction (PMDAS) or Grouping, Multiplication, Division, Addition, Subtraction (GMDAS) rule. M5NS-Ic-61.2	
II. CONTENT	THE CONSTRUCTIVISM APPROACH Direct Instruction	THE CONSTRUCTIVISM APPROACH (Thinking Skills)	Integrative Approach (Scaffold Knowledge Integration)	REFLECTIVE APPROACH (Self Evaluation and Self Reflection)	
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages					
2. Learner's Material pages					
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal	LCTG Page: _____ LAA Page: _____	LCTG Page: _____ LAA Page: _____	Math for Life 5 pages 104-107 Learn and Experience Math V, page 124	Lesson Guide in Mathematics 5 pages 13-16	

	Lesson Guide in Elem. Math Grade 5 pp. 57 Math for Life V pp. 104-107	Lesson Guide in Elem. Math Grade 5 pp. 57 Math for Life V pp. 104-107																																													
B. Other Learning Resources																																															
IV. PROCEDURES																																															
A. Reviewing previous lesson or presenting the new lesson	1. Pre-Assessment (Activating Prior Knowledge) Work in Pairs Is the number to the left of each number divisible by the number at the top of each column. Write YES or NO in each box <table><tr><td></td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>9</td></tr><tr><td>95</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>12</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>28</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>58</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>50</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>		2	3	4	5	6	9	95							12							28							58							50							a. Write the factors of the followiing numbers. 1. 84 2. 108 3. 144 b. What are the multiples of the following numbers? 12- 8-	Classify whether the give number is a prime or composite. a.28 f. 91 b.68 g. 82 c.17 h. 113 d.105 i. 99 e.36 j. 405	Answer the following. a.What are the first five multiples of 8? b.What number is the fifth multiple of 3? c.What is the number if 5 is added to the second multiple of 4? d.What is twice the third multiple of 5? e.20 is nth multiple of 4. What is n? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	
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B. Establishing a purpose for the lesson	Watch a video about factors and multiples https://www.youtube.com/watch?v=ZCGdGielcBs	Watch a video regarding factor, multiples and divisibility rules. https://www.youtube.com/watch?v=IT601cD8AEo	Who has a sari-sari store? Do you help in selling some goods in your store? How can you attract buyers to patronize your sari-sari store?	Ask the pupils about the occupation of their parents. Let them tell how they help their parents earn a living.																																											
C. Presenting examples/instances of the new lesson	Answer: 1. What have you seen in the video? 2. How did they define the word multiple in the video? Factor? 3. What are the multiples of 3? 4. What are the factors of 10?	What do you see in the video? How do we get factor and multiples of a given number? What are the different divisibility rules? Can you cite some of them	Teaching and Modelling (Problem Opener) Clarita has 36 pieces of eggs and 36 trays. She wants to help her mother on how to arrange the eggs in a tray make them attracted to the customers. What are the possible arrangements she can do?	Teaching and Modelling (Problem Opener) Samuel was helping his mother in their store when a delivery man delivered 20 dozens of eggs at P42 a dozen. If the delivery man gave him a change of P160, how much is Samuel’s money? Was he right in asking for a change of P260 if his money was P1000? Why?																																											

D. Discussing new concepts and practicing new skills #1	a.Divide the class into 5 groups and let them analyze the problem by answering the guide questions. b.Recall the Standards in having a group activity. c.Discuss the rubrics in assessing their group performances. Joseph sells newspapers and bottles to earn money to buy a gift for her mother. He earns P11 per day. He will buy a blouse amounting to P319. How many days will he sell newspaper and bottles to buy the blouse for her mother?	Teaching and Modeling (Exploratory Activity) The students at Johnny's school need to form teams for field day. Each team must have the same number of students which will not be less than 100, and every student at the school must be on a team. If there are 942 students at Johnny's school, how many teams could the students form? 2. Analysis and Abstraction:* a. How many members should there be in a team? b. How many students are there at Johnny's school? c. d. What is being asked in the problem? e. What are the given facts? f. What should be done to solve the problem? g. Show your solution, step by step.	How many pieces of eggs Clarita had? How many possible arrangements of eggs clarita could make? List down all the possible arrangement. Possible arrangements: 1 tray with 36 eggs 6 trays with 6 eggs each 2 trays with 18 eggs each 12 trays with 3 eggs each 3 trays with 12 eggs each 18 trays with 2 eggs s each 4 trays with 9 eggs each 36 trays with 1 egg each	Ask the following questions: a.Who helped mother in the store? b.Who delivered dozens of eggs? c.How many dozens of eggs were delivered to them? d.If you were Samuel: -Will you help your family earn a living? Why? -Will you keep the change given by the delivery man? Why e.What are the given data? f.What are the operations to be used? g.Let them evaluate the expression they are formulated P160 + (20 x P42) P160 + P840 P1000 money of Samuel h.Require them to analyze the operations they used in arriving at the exact change.	
E. Discussing new concepts and practicing new skills #2	Work in Pairs 1. Which of the following is true? I. 50629240 is divisible by 4 & 8 II. 2062923 is divisible by 6 III. 6290524 is divisible by 8 A) Only I B) Both I & II C) Only III D) I, II & III 2. Which of the following numbers is divisible by 2 by not by 3? A) 5233 B) 6721 C) 2033 D) 6022 3. What is the number of integers between 101 and 199 which are exactly divisible by 5 or 7? A) 32 B) 31 C) 30 D) 29 E) None	Work in Pairs Read and analyze the following. 1. Which of the following numbers are divisible by 2, 5 and 10? (i) 149 (ii) 19400 (iii) 720345 (iv) 125370 (v) 3000000 2. Check whether the numbers are divisibility by 4: (i) 23408 (ii) 100246 (iii) 34972 (iv) 150126 3. In each of the following numbers without doing actual division, determine whether the	List all the factors of a given number. a.12 f. 17 b.64 g. 27 c.80 h. 93 d.30 i. 50 e.45 j. 100	Ella was absent for a week because she was sick. When she went to school, she had to take a test. Let us help Ella answer her test. a. $2 \times 3 + 4 =$ b. $7 \times (9 - 3) =$ c. $18 - (12 \div 2) + 4 =$ d. $35 - 6 \times 3 =$ e. $(48 \div 12) + 8 - 2 =$	

		first number is divisible by the second number: (i) 3409122; 6 (ii) 17218; 6 (iii) 11309634; 8 (iv) 515712; 8			
F. Developing mastery (Leads to Formative Assessment 3)	Read and answer the following problems. 1. There are 2,024 books that need to be kept in racks. There are 8 racks. Mike wants to put the same number of books in each rack. How many books will fit into each rack? 2. Sunny bought 28 plum cakes and distributed equally among 7 children. How many plum cakes did each child get? 3. Mrs.Smith wants to divide 27 chocolates equally among 9 children. How many chocolates should she give to each child? 4. Sandra wants to place at least 8 fruits in a bowl. Find the maximum number of bowls required, if she has 42 fruits. 5. Chris had 22 chocolates. He shared equal number of chocolates with his brother. How many chocolates did each one get?	Read and answer the following problems. 1. A new stadium will have 3,522 seats. The stadium designer wants to divide the seats into sections. Each section must have the same number of seats. How many sections could the stadium designer use? 10 9 2 5 2.A farmer picked 27 plums. She needs to divide the plums into baskets to sell at the market. The farmer wants to put the same number of plums in each bag with no plums left over. How many plums could the farmer put in each bag? 9 6 5 10 3. Tracy is arranging 48 pictures in a scrapbook. She wants to put the same number of pictures on each page. How many pictures could Tracy put on each page of the scrapbook? 3 9 10 5 4. There are 6,460 fish in a hatchery, which are divided evenly among the ponds. How many ponds could there be at the hatchery? 9 10 3 6	Tell whether the first number is a factor of the second. Write Yes or No before each number. _____ a) 12, 36 _____ b) 22, 40 _____ c) 25, 65 _____ d) 18, 54 _____ e) 23, 70	Evaluate the expression a. $8 + 4 \div (2 + 2) =$ b. $5 \times 8 \div 4 =$ c. $65 - 81 \div 9 =$ d. $72 \div 3 \times 2 + 7 =$ e. $(67 + 33) \div 25 =$	

		5. A T-shirt factory made 8,944 blue T-shirts. The factory put all the T-shirts into packages without any T-shirts left over. How many T-shirts could be in each package? 3 6 9 4			
G. Finding practical applications of concepts and skills in daily living	Read and analyze the following problem. 1. A school collected 360 by selling tickets for a stage show. If the cost of each ticket was P8, how many tickets were sold? What is asked: _____ What are given: _____ What operation is to be used: _____ Number Sentence: _____ Answer: _____ 2. Henry bought twice the number of balloons that Andrew bought, to decorate their houses for Christmas. How many balloons did Andrew buy, if Henry bought 262 balloons? What is asked: _____ What are given: _____ What operation is to be used: _____ Number Sentence: _____ Answer: _____ 3. Marissa wanted to decorate her house with beautiful posters. She bought 36 posters altogether. How many can she paste in each of the 12 rooms? What is asked: _____ What are given: _____ What operation is to be used: _____ Number Sentence: _____ Answer: _____	Read and analyze the following problem. 1. 108 people have been invited to a banquet. The caterer is arranging tables. Each table can seat 12 people. How many tables are needed? What is asked: _____ What are given: _____ What operation is to be used: _____ Number Sentence: _____ Answer: _____ 2. Nancy needs 5 lemons to make a glass of orange juice. If Nancy has 250 oranges, how many glasses of orange juice can she make? What is asked: _____ What are given: _____ What operation is to be used: _____ Number Sentence: _____ Answer: _____ 3. P5,876 are distributed equally among 26 men. How much money will each person get? What is asked: _____	A. Tell whether the first number is a factor of the second. Write Yes or No before each number. _____ a) 12, 36 _____ b) 22, 40 _____ c) 25, 65 _____ d) 18, 54 _____ e) 23, 70	Evaluate the following expressions. a. $4 \times 3 + (8 \div 2)$ b. $84 \div 4 \times 3$ c. $76 - 8 + 5 \times 2$ d. $53 + 7 - 20$ e. $3 \times 5 \div 15$	

	4. Francis wrote a novel having 12 lines in each page. Total number of _____ lines in the complete novel is 6600. Find the number of pages in Francis's novel. What is asked: _____ What are given: _____ What operation is to be used: _____ Number Sentence: _____ Answer: _____ 5. Lydia went shopping along with three of her friends. In a store they _____ bought a box with 92 shades of nail polish. If they divided them evenly, _____ then how many would each of them get? What is asked: _____ What are given: _____ What operation is to be used: _____ Number Sentence: _____ Answer: _____	What are given: _____ What operation is to be used: _____ Number Sentence: _____ Answer: _____ 4. If 9975 kg of wheat is packed in 95 bags, how much wheat will each bag contain? What is asked: _____ What are given: _____ What operation is to be used: _____ Number Sentence: _____ Answer: _____ 5. Mark baked 195 cookies and divided them equally into 13 packs. How many cookies did Mark put in each packet? What is asked: _____ What are given: _____ What operation is to be used: _____ Number Sentence: _____ Answer: _____			
H. Making generalizations and abstractions about the lesson	How do we solve routine and non-routine problems involving factors and multiples and divisibility rules for 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12?	How do we solve routine and non-routine problems involving factors and multiples and divisibility rules for 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12?	What are factors? Factors are numbers that are multiplied to give the product	How do we evaluate an expression with two different operations? - _____ use the PMDAS / GMDAS rule What is PMDAS / GMDAS? -it is an acronym for the word parenthesis, multiplication and division, addition and subtraction. Given two or more operations in a single expression, the order of the letter in the PMDAS/GMDAS tells you what to calculate first, second,	

				third and so on, until the calculation is complete.	
I. Evaluating learning	Read and analyze the following. 1. Eggs come in packages of 12 and English muffins come in packages of 10. What is the least number of packages of each that can be bought to be able to make egg sandwiches with no muffins or eggs left over? 2. If Mary inspects every sixth calculator and Nancy inspects every fifth calculator, which calculator will be the first that they both inspect? 3. Rebecca has 20 table tennis balls and 16 table tennis paddles. She wants to sell packages of balls and paddles bundled together. What is the greatest number of packages she can sell (with no leftover balls or paddles and one ball per paddle)? 4. Carl has a soccer game every 4th day, Matt has one every 5th day. When will they have a game on the same day? 5. If every time Tomas eats a cookie it gives him 5 points and very time Miguel eats a cookie it gives him 15 points. When are they gonna have the same amount of points?	Read and analyze the following. 1. The class of Mrs. Anciro will be conducting a tree planting activity this coming weekend. If there are 9 groups to plant 981 seedlings. How many seedlings will be given to each group? Asked: _____ Given: _____ Number Sentence: _____ Solution: _____ Answer: _____ 2. Mother saved money every month. If she had P1584 now and she saved for 9 months. How much money did she saved each month? Asked: _____ Number Sentence: _____ Solution: _____ Answer: _____ 3. Kien and Abiel collect seashells every day. If they collect 12 seashells each day, how many seashells will they have on the 12th day? Asked: _____ Given: _____ Number _____ Solution: _____ Answer: _____ 4. A fund raising campaign were raised by the class of Mr. Evan's to be donated to an orphanage in their municipality. If there have P2,964 which were equally donated by Ammie, Ella, Carl and Fred, how much money did each donated? Asked: _____ Given: _____ Number Sentence: _____	Write all the numbers between 0 and 10 that are factors of each given number. a. 2160 _____ b. 4212 _____ c. 9305 _____ d. 1287 _____ e. 8240 _____	Evaluate the expressions. a. $7 \times (8 + 130)$ b. $195 \div (3 \times 5)$ c. $(3 + 83 - 73) \times 2$ d. $76 - 8 \times 9$ e. $(90 \times 5 \div 50) + (4 + 3)$	

		Solution: _____ Answer: _____ 5. On the 9th day of their vacation, Sally had distributed flyers. Each day she was able to distribute 200 flyers. What is the total number of flyers did she distribute? Asked: ____ Given: _____ Number Sentence: ____ Solution: _____ Answer: _____			
J. Additional activities for application or remediation		A vet gives the dogs in her office 8 bones each. She used 240 bones. How many dogs got bones?	Find all the factors of a given number. a. 65 b. 144 c. 208d. 17e. 63	Evaluate the expressions. a. $7 \times (8 + 130)$ b. $195 \div (3 \times 5)$ c. $(3 + 83 - 73) \times 2$ d. $76 - 8 \times 9$ e. $(90 \times 5 \div 50) + (4+3)$	
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?					