

School:DepEdClub.comGrade Level:VTeacher:File created by Ma'am EDNALYN D. MACARAIGLearning Area:MATHEMATICSTeaching Dates and Time:APRIL 17 - 21, 2023 (WEEK 10)Quarter:3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
I.OBJECTIVES			•			
A.Content Standards	The learner demonstrates understanding of polygons, circles and solid figures					
B.Performance Standards	The learner is able to construct and des figures	scribe polygons, circles and solid				
C.Learning Competencies/Objectives	Measures circumference of a circle using appropriate tools Code: M5ME – IIIh-68	Solves routine and non-routine problems involving circumference of a circle Code: M5ME-IIIj-70	Solving routine and non-routine problems involving circumference Code: M5ME-IIIj-70	Administering Third Quarterly Test	Administering Third Quarterly Test	
II.CONTENT	Measuring Circumference of a Circle Using Appropriate Tools	Solving routine and non-routine problems involving circumference of a circle	Solving Routine and Non-Routine Problems Involving Circumference			
III.LEARNING RESOURCES			•		•	
A.References						
1.Teacher's Guide pages	CG p.62	CG p.62	CG p.62			
2.Learners's Materials pages						
3.Textbook pages	Math For Life Long Learning 5, pages 272-275 Realistic Math, Grade 5	Growing Up With Math 5, pages 240-242	BEAM LG Gr. 5 Module 2- Circumference			
4.Additional materials from learning			MISOSA Gr. 5 Module- Word			
resource (LR) portal			Problems on Circumference			
B.Other Learning Resource	Flashcards, charts, objects	Real objects, PowerPoint presentation	printed strips, copies of word problems, flash cards, drill boards			
IV.PROCEDURES						
A.Reviewing previous lesson or presenting the new lesson	1. Drill Have a game on naming objects that resemble the given polygon written on a flashcard Materials: flashcards 2. Review Directions: Match the polygon in column A with its formula in column B to solve for the perimeter. A B a. Rectangle 1. P = side x 4 b. Triangle 2. P = S + S + S + C. Square 3. P = (I + w) 2 d. Pentagon 4. P = S x 5	Drill on identifying the different kinds of polygon. The teacher will flash cards with the number of sides while the pupils will give the name of the polygons	1. Drill a. Oral – The teacher flashes the cards using socialized recitation. b. Written(Use of drill boards for maximum participation) 3.14 x 4 = N 3.14 x 8 = N 3.14 x 6 = N 3.14 x 23 = N 2. Review Fill in the blanks with the correct answer. Choose the number of the correct answers below and place it on the blanks. a. The distance around a circle is			

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			b. A line that passes through the		
			center of a circle is		
			c. An estimate of the value pi (r) is		
					
			d. One half of the diameter of a circle		
			is		
			e. The formula in finding the		
			circumference of a circle is		
			1) radius 2) C = r d		
			3) diameter 4) area		
			5) circumference 6) 3.14		
B.Establishing a purpose for the lesson	How many of you have a garden at	Show a Php 5- coin.	Ask: How many of you have a round		
	home? How can you take care of your	How much is this coin?	dining table at home?		
	garden?	What figure does it represent?	Do you think your table will last for a		
	Original File Submitted and	What are the things that you can buy	long time? Why or why not?		
	Formatted by DepEd Club	using this amount?	Values Integration		
	1 1	Give emphasis on importance of saving	Ask some pupils to relate their		
	Member - visit depedclub.com for	money	experiences. Lead them to the		
	more		discussion that will develop their		
			sense of creativity		
C.Presenting Examples/ instances of the	Problem:	Instruct the pupils to do this.	Alice is making a circular tablecloth.		
new lesson	A circular garden has a radius of 1.9	Take Php 10-coin. Mark one point on its	It has a diameter of 2 metres. How		
new lesson		rim. Draw a line on your paper and	many metres of lace are needed to		
	m. How many fencing materials are		1		
	needed to enclose the garden?	mark a point A on it Roll the coin	decorate the sides of the tablecloth?		
		gently along the			
		line and mark the point B on the line			
		when the point on the rim is on the line			
		again.			
		Example:			
		=			
		Measure the length from A to B using			
		ruler in cm. Call the length			
		of A and B the circumference of a coin			
D.Discussing new concepts and practicing	What are the given facts in the	What is the circumference of the coin?	a. Divide the class into five groups.		
new skills #1	problem?	What object is used to easily get the	b. Answer the following questions		
	What is asked in the problem?	circumference?	1. What is asked in the problem?		
	What operations are needed to solve	Why is it important to mark the starting	2. What are the relevant facts?		
	the problem?	and end point of	3. How will you solve the problem?		
	How will you solve the problem?	the paper?	4. What is the answer to the		
		How did you feel during the activity?	problem?		
		Did you easily get the answer?	c. Processed the outputs by checking		
			the outputs by checking the output		
			of each group.		
			1. How do you find the activity?		
			2. What other strategies can you give		
			that will help solve the		
			problem?		
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E.Discussing new concepts and practicing new skills #2	Group the class into four teams. The tasks of the pupils is to help each other solve the problem. Give them time to perform the tasks. After all groups have finished, ask them to post their output on the board and let them discuss the solutions.			
	Teacher then explain that the distance around a circle is called circumference. And to find the circumference, use the formula: C = r x d or C = 2 x r x r The value of pi is 3.14			
F.Developing Mastery	Strategy: Pair Share Encourage the pupils to work in pairs. Give them time to solve for the circumference: 1. The diameter of a circle is 4m. What is its circumference? 2. The circumference of a circle is 75.36cm. How long is its radius? 3. Find the circumference of the circle whose radius is 2 dm?	Strategy: Direct Instruction Activity: TGA (Tell, Guide, Act) Tell Tell the pupils that they are going to make another activity. They need to measure 3 cylindrical cans of different sizes. Say: Measure the diameter of each can. Measure also its circumference with string and then Page691 Measure the string with your ruler. Put the results on the table. Guide: Monitor the pupils while they are measuring the cans. Check the unit they are using and the way they measure. Act: Fill up the table below and compute for the answer.	Directions: Solve the following problems by pair. (Think-Pair-Share) a. Tina wants to put lights around the rim of a circular lantern with a diameter of 40 cm. What is the length of the electrical wire needed? b. What is the circumference of cylindrical jar 40.8 cm in diameter	
G.Finding Parctical application of concepts and skills in daily living	Directions: Read and solve the problem A circular garden has a diameter of 3.8m. How many meters of fencing materials are needed to enclose the garden?	Strategy: Activity-Based Activity: 3A's Activity Group 1 (Act) Directions: Using any circular objects you have with your group, find the circumference of it by rolling it on the floor. Don't forget to mark the object using pentel pen and the starting line on the floor. Stop rolling when the mark on the object is on the floor again. Using ruler measure the distance between the start and end line. Call it the	Directions: Solve each problem. Use any strategy appropriate to each problem. 1. Mr. Reyes is laying out a circular playground. Its radius is 50 metres. What is its circumference? 1. What is the circumference of the circle if the diameter is 24 metres? 3. A bicycle tire has a radius of 30 cm. Find the distance around the tire.	

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		circumference of the object.			
		Group 2 (Analyze)			
		Directions: Solve this problem. Write			
		your solution.			
		A circular running track has an inner			
		radius of 80 m and an			
		outer radius of 90 m. What is the			
		difference in the length			
		between the inner and outer edges of			
		the track?			
		Group 3 (Apply)			
		Directions: Find the error. Describe and			
		correct the error.			
		Your friend is finding the circumference			
		of a circle with a			
		radius of 7 cm.			
		Radius			
		Diameter			
		Circumference			
		Can # 1			
		Can # 2			
		Can # 3			
		Page692			
		С = лd			
		= 3.14 x 7 cm			
		= 21.98 cm			
H.Making generalization and abstraction	How do we measure circumference of	How do you solve the routine and	How do we solve routine and		
about the lesson	a circle using appropriate tools?	non-routine problems involving	non-routine problems involving		
		circumference of a circle?	circumference of a circle?		
I.Evaluating learning	Directions: Find the circumference of	Directions: Read and solve the problem	Directions: Read the problem		
	each circle with the	using the appropriate	carefully. Write your answer neatly.		
	given dimensions.	strategies and tools.	1. Lorna's circular garden is 5 metres		
	1. r = 9.4 cm	1. The minute hand of a clock is 12 cm.	in diameter. How many		
	2. r = 7.6 m	How far does it travel in one hour?	metres of wire are needed to put a		
	3. d = 10.5 cm	2. A wheel has a diameter of 75 cm.	fence around it?		
	4. d = 12.45 cm	How far does it role in one complete	2. The diameter of a tricycle tire is 60		
	5. r = 4.8 m	turn?	cm. How far will the tire go in one		
		3. A circular pond is surrounded by a	rotation?		
		fence. The radius of	3. Find the circumference of a circle		
		The steps in solving routine problems	with a diameter of 21 metres.		
		are:	4. Your friend is finding the		
		a. Understand- Know what is asked,	circumference of a circle with a		
		what are given.	radius of 25 cm. Help him solve for		
		b. Plan - Know the operation/s to be	the answer.		
		used.	5. If the circumference of a circle is		
		Write the number sentence.	250 metres, how long is the		
		c. Solve- Solve the problem using the	radius?		
		, ,	i auius:		
		correct operation.			

		d. Check and Look back- Review and check if the answers			
		make sense.			
		The steps in solving non-routine problems are:			
		a. Read and analyze the problem			
		carefully.			
		b. Tell what is asked and what are			
		given.			
		c. Use strategies like acting out the			
		problem, listing method, guess and check, drawing/making a diagram,			
		using patterns, working			
		backwards, eliminating possibilities and			
		others to solve it.			
		Page693			
		the pond is 2.4 m. How many meters of wire is needed to enclose the fence?			
		4. What is the circumference of a table			
		top if the diameter is			
		24 meters?			
		5. A stage decor requires a 112 cm			
		diameter circle set with small bulbs.			
		How many bulbs will be needed if the bulbs will be set 3.2 cm apart?			
J.additional activities for application or	Directions: Solve for the	Directions: Copy and solve the problem	Directions: Copy and solve these		
remediation	circumference of the following circles	using the appropriate	problems.		
	with the	strategies and tools.	1. Fr ederick's bicycle wheel has a		
	given dimensions.	1. A circular garden has a radius of 3.5	diameter of 70 cm. What is		
	1. d = 27 cm 2. d = 4.7 cm	m. What is its circumference?	Page698 the circumference of the wheel?		
	3. r = 36 mm	2. A circular cake has a diameter of 24	2. A circle is half the radius of a		
	4. r = 16 m	cm. Find its	larger circle. If the circumference of		
	5. r = 6.8 dm	circumference?	the larger circle is 100 meters, what		
		3. Find the circumference of a circular	is the radius of the smaller circle?		
		Jacuzzi, which has 5 meters in diameter?	a) Number sentence b) Solution		
		3 meters in diameter.	c) Complete answer		
V.REMARKS					
VI.REFLECTION					
A.No. of learners who earned 80% in the	Lesson carried. Move on to the	Lesson carried. Move on to the next	Lesson carried. Move on to the	Lesson carried. Move on to	Lesson carried. Move on to
evaluation	next objectiveLesson not carried.	objective. Lesson not carried.	next objective. Lesson not carried.	the next objective. Lesson not carried.	the next objective. Lesson not carried.
	% of the pupils got 80%	% of the pupils got 80% mastery	% of the pupils got 80%	% of the pupils got 80%	% of the pupils got 80%
	mastery		mastery	mastery	mastery
B.No.of learners who require additional	Pupils did not find difficulties in	Pupils did not find difficulties in	Pupils did not find difficulties in	Pupils did not find difficulties	Pupils did not find difficulties
activities for remediation	answering their lesson.	answering their lesson.	answering their lesson.	in answering their lesson.	in answering their lesson.

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	Pupils found difficulties in				
	answering their lesson.				
	Pupils did not enjoy the lesson	Pupils did not enjoy the lesson	Pupils did not enjoy the lesson	Pupils did not enjoy the	Pupils did not enjoy the
	because of lack of knowledge, skills	because of lack of knowledge, skills	because of lack of knowledge, skills	lesson because of lack of	lesson because of lack of
	and interest about the lesson.	and interest about the lesson.	and interest about the lesson.	knowledge, skills and interest	knowledge, skills and interest
	Pupils were interested on the	Pupils were interested on the	Pupils were interested on the	about the lesson.	about the lesson.
	lesson, despite of some difficulties	lesson, despite of some difficulties	lesson, despite of some difficulties	Pupils were interested on	Pupils were interested on
	encountered in answering the	encountered in answering the	encountered in answering the	the lesson, despite of some	the lesson, despite of some
	questions asked by the teacher.	questions asked by the teacher.	questions asked by the teacher.	difficulties encountered in	difficulties encountered in
	Pupils mastered the lesson despite	Pupils mastered the lesson despite	Pupils mastered the lesson	answering the questions asked by	answering the questions asked by
	of limited resources used by the	of limited resources used by the	despite of limited resources used by	the teacher.	the teacher.
	teacher.	teacher.	the teacher.	Pupils mastered the lesson	Pupils mastered the lesson
	Majority of the pupils finished	Majority of the pupils finished their	Majority of the pupils finished	despite of limited resources used	despite of limited resources used
	their work on time.	work on time.	their work on time.	by the teacher.	by the teacher.
	Some pupils did not finish their	Some pupils did not finish their	Some pupils did not finish their	Majority of the pupils finished	Majority of the pupils
	work on time due to unnecessary	work on time due to unnecessary	work on time due to unnecessary	their work on time.	finished their work on time.
	behavior.	behavior.	behavior.	Some pupils did not finish	Some pupils did not finish
				their work on time due to	their work on time due to
				unnecessary behavior.	unnecessary behavior.
				difficeessary behavior.	diffeeessary bendylon
C.Did the remedial work? No.of learners	of Learners who earned 80%	of Learners who earned 80% above	of Learners who earned 80%	of Learners who earned 80%	of Learners who earned 80%
who have caught up with the lesson	above	or required who carried down above	above	above	above
who have caught up with the lesson	above		above	above	above
D.No. of learners who continue to require	of Learners who require	of Learners who require additional	of Learners who require	of Learners who require	of Learners who require
remediation	additional activities for remediation	activities for remediation	additional activities for remediation	additional activities for	additional activities for
Temediation	additional activities for remediation	activities for remediation	additional activities for remediation	remediation	remediation
				Terriediation	Temediation
E.Which of my teaching strategies worked	YesNo	Yes No	Yes No	Yes No	Yes No
well? Why did these work?	of Learners who caught up the	of Learners who caught up the	of Learners who caught up the	of Learners who caught up	of Learners who caught up
Well: Willy did these work:	lesson	I	I	the lesson	the lesson
FM/hat difficulties did I account outlieb		lesson	lesson		
F.What difficulties did I encounter which	of Learners who continue to				
my principal or supervisor can helpme	require remediation				
solve?	Charteries and that would will	Charteries and there were also well.	Charles in a seal thank we allowed to	Charteries and the standard and	Charteries and that we discuss the
G.What innovation or localized materials	Strategies used that work well:				
did used/discover which I wish to share	Metacognitive Development:				
with other teachers?	Examples: Self assessments, note				
	taking and studying techniques, and	taking and studying techniques, and	taking and studying techniques, and	taking and studying techniques,	taking and studying techniques,
	vocabulary assignments.	vocabulary assignments.	vocabulary assignments.	and vocabulary assignments.	and vocabulary assignments.
	Bridging: Examples:				
	Think-pair-share, quick-writes, and	Think-pair-share, quick-writes, and	Think-pair-share, quick-writes, and	Think-pair-share, quick-writes,	Think-pair-share, quick-writes,
	anticipatory charts.	anticipatory charts.	anticipatory charts.	and anticipatory charts.	and anticipatory charts.
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	Schema-Building: Examples:				
	· ·	ı 			
	Compare and contrast, jigsaw	Compare and contrast, jigsaw learning,	Compare and contrast, jigsaw	Compare and contrast, jigsaw	Compare and contrast, jigsaw
	learning, peer teaching, and projects.	peer teaching, and projects.	learning, peer teaching, and projects.		

			learning, peer teaching, and	learning, peer teaching, and
Contextualization:	Contextualization:	Contextualization:	projects.	projects.
				
Examples: Demonstrations, media, manipulatives, repetition, and local	Examples: Demonstrations, media, manipulatives, repetition, and local	Examples: Demonstrations, media, manipulatives, repetition, and local	Contextualization:	Contextualization:
opportunities.	opportunities.	opportunities.	Examples: Demonstrations,	Examples: Demonstrations,
opportunities.	opportunities.	opportunities.	media, manipulatives, repetition,	media, manipulatives, repetition,
			and local opportunities.	and local opportunities.
Text Representation:	Text Representation:	Text Representation:	and local opportunities.	and local opportunities.
Examples: Student created drawings,	Examples: Student created drawings,	Examples: Student created drawings,	_	
videos, and games.	videos, and games.	videos, and games.	Text Representation:	Text Representation:
Modeling: Examples: Speaking	Modeling: Examples: Speaking	Modeling: Examples: Speaking	Examples: Student created	Examples: Student created
slowly and clearly, modeling the	slowly and clearly, modeling the	slowly and clearly, modeling the	drawings, videos, and games.	drawings, videos, and games.
language you want students to use,	language you want students to use, and	language you want students to use,	Modeling: Examples:	Modeling: Examples:
and providing samples of student	providing samples of student work.	and providing samples of student	Speaking slowly and clearly,	Speaking slowly and clearly,
work.		work.	modeling the language you want	modeling the language you want
	Other Techniques and Strategies used:		students to use, and providing	students to use, and providing
Other Techniques and Strategies	Explicit Teaching	Other Techniques and Strategies	samples of student work.	samples of student work.
used:	Group collaboration	used:		
Explicit Teaching	Gamification/Learning throuh play	Explicit Teaching	Other Techniques and Strategies	Other Techniques and Strategies
Group collaboration	Answering preliminary	Group collaboration	used:	used:
Gamification/Learning throuh play	activities/exercises	Gamification/Learning throuh	Explicit Teaching	Explicit Teaching
Answering preliminary	Carousel	play	Group collaboration	Group collaboration
activities/exercises	Diads	Answering preliminary	Gamification/Learning throuh	Gamification/Learning throuh
Carousel	Differentiated Instruction	activities/exercises	play	play
Diads	Role Playing/Drama	Carousel	Answering preliminary	Answering preliminary
Differentiated Instruction	Discovery Method	Diads	activities/exercises	activities/exercises
Role Playing/Drama	Lecture Method	Differentiated Instruction	Carousel	Carousel
Discovery Method	Why?	Role Playing/Drama	Diads	Diads
Lecture Method	Complete IMs	Discovery Method	Differentiated Instruction	Differentiated Instruction
Why?	Availability of Materials	Lecture Method	Role Playing/Drama	Role Playing/Drama
Complete IMs	Pupils' eagerness to learn	Why?	Discovery Method	Discovery Method
Availability of Materials	Group member's	Complete IMs	Lecture Method	Lecture Method
Pupils' eagerness to learn Group member's	collaboration/cooperation in doing their tasks	Availability of Materials Pupils' eagerness to learn	Why? Complete IMs	Why?
collaboration/cooperation	Audio Visual Presentation	Group member's	Availability of Materials	Complete IMs Availability of Materials
in doing their tasks	of the lesson	collaboration/cooperation	Availability of Waterials Pupils' eagerness to learn	Pupils' eagerness to learn
Audio Visual Presentation	of the lesson	in doing their tasks	Group member's	Group member's
of the lesson		Audio Visual Presentation	collaboration/cooperation	collaboration/cooperation
or the lesson		of the lesson	in doing their tasks	in doing their tasks
		0. 1	Audio Visual Presentation	Audio Visual Presentation
			of the lesson	of the lesson