	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES					
A.Content Standards	*Demonstrates understanding of whole numbers up to 10 000 000 *Demonstrates understanding of divisibility, order of operations, factors and multiples and the four fundamental operations involving fraction	*Demonstrates understanding of whole numbers up to 10 000 000 *Demonstrates understanding of divisibility, order of operations, factors and multiples and the four fundamental operations involving fraction	*Demonstrates understanding of whole numbers up to 10 000 000 *Demonstrates understanding of divisibility, order of operations, factors and multiples and the four fundamental operations involving fraction	*Demonstrates understanding of whole numbers up to 10 000 000 *Demonstrates understanding of divisibility, order of operations, factors and multiples and the four fundamental operations involving fraction	*Demonstrates understanding of whole numbers up to 10 000 000 *Demonstrates understanding of divisibility, order of operations, factors and multiples and the four fundamental operations involving fraction
B.Performance Standards	*The learner is able to recognize and represent whole numbers up to 10 000 000 in various forms and contexts. *The learner 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	*The learner is able to recognize and represent whole numbers up to 10 000 000 in various forms and contexts. *The learner 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	*The learner is able to recognize and represent whole numbers up to 10 000 000 in various forms and contexts. *The learner 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	*The learner is able to recognize and represent whole numbers up to 10 000 000 in various forms and contexts. *The learner 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	*The learner is able to recognize and represent whole numbers up to 10 000 000 in various forms and contexts. *The learner 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	Visualize division of fractions M5NS-Ii-95	Divides simple fractions M5NS-Ii-96.1	Divides whole numbers by a fraction M5NS-Ii-96.1,	Divides fraction by a whole number	Summative Test
II.CONTENT					
III.LEARNING RESOURCES					
A.References					
1.Teacher's Guide pages	CG p. 56	CG p. 56	CG p. 56	CG p. 56	CG p. 56
2.Learners's Materials pages					
3.Textbook pages					
4.Additional materials from learning resource (LR) portal					

B.Other Learning Resource	metacards, pocket chart, colored paper, acetate film	flashcards, chart	Number line, activity cards	show–me-boards, real objects	
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	A. Preliminary Activities 1. Drill Directions: Answer the following orally. ▰ How many 5s are there in 45? ▰ How many 10s are there in 120? ▰ How many 9s are there in 72? ▰ How many 12s are there is 60? ▰ How many 15s are there in 75? 2. Review Name the following fractions	1. Drill Directions: Answer the following orally a. 5/6 x 1/3 = b. 1/3 x 1/4 = c. 1/4 x 2/3 = d. 1/6 x 1/4 = e. 3/7 x 5/6 = 2. Review ▰ What are reciprocals? ▰ What is the product of a number and its reciprocal? ▰ Give the reciprocals of the following numbers.	1. Drill Group Activity (Giving Reciprocals) Mechanics: a) Form four groups with equal number of members to play a relay by giving a reciprocal of the fraction written on a flash card. b) The teacher says: "Name its Reciprocals" c) At the "GO" signal, pupil "1" goes to the board and writes his/her answer, taps the next pupil who goes to the board to write his/her answer. This goes on until every member has written his/her answers. d) The groups who finishes within the time limit and gets the most correct answers wins Review Strategy: Cooperative Learning	A. Preliminary Activities 1. Drill Directions: Answer the following orally. a). How many 5s are there in 45? b). How many 10s are there in 120? c). How many 9s are there in 72? d). How many 12s are there in 60? e). How many 15s are there in 75? 2. Review Strategy: Group Contest	
B.Establishing a purpose for the lesson					
C.Presenting Examples/ instances of the new lesson	(Show a picture of a mango orchard) Class, this is a mango orchard. It is owned by Nica's parents	Discuss the value of trees and why we should take care of them. ▰ Ask the pupils how they can show appreciation and love for our natural resources, especially the trees.	Show a picture of a corn farm. Give some details about the picture.	▰ What is your favourite fruit? Why? ▰ Why are fruits important to our body? ▰ What benefits can we get from eating them? ▰ What vitamins can we get from pineapples?	
D.Discussing new concepts and practicing new skills #1	Problem Nica's family has a big orchard. Nica's father waters ¾ hectare of the orchard in 1/3 hour using a machine. How many hectares could he water un 1 hour using the same machine?	Problem A bed factory ordered 23 ton of kapok. If each delivery truck can contain 16 ton of kapok, how many trucks will be needed to load the order	Problem Opener (Using Concept Development) Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Presentation Jose, Joel and Randy have 23 of a pineapple to be divided equally among themselves. What fraction of the whole pineapple will each get?	
E. Discussing new concepts and practicing new skills #2	Answer the following questions: Questions	Analyze the problem: • What is asked?	Lead the pupils to analyze the problem by asking the	▰ What part of the pineapple is left with the 3 boys?	

	a. What are given? b. What is being asked? c. What is the number sentence? d. How will you solve the problem? e. If you were Nica, what will you do to help you parents?	• What facts are given? • What is the needed operation? 2. Performing the Activities Group Work Group the class into five teams. Let them solve the problem for a few minutes. Guide questions • What is asked? • What facts are given? • What is the needed operation? 3. Processing the Activities .	following questions: ◧ What is asked in the problem? ◧ What are given? ◧ What operation is needed to solve the problem? Materials:.4 sets of 5 cards with equations involving multiplication of simple fractions. Ex. 14 x 18 , 26 X 14 , 37 x 23 , 23 x 25 , 35 x 24 Mechanics: 1) Form four groups 2) The leader gets the activity sheet from the teacher and leads his/her member to work cooperatively. 3) The group answers the activity within 2 minutes and presents the output on the board as soon as they are through. 4) The teacher checks the answer. 5) The group with the highest number of correct answers will be declared as winner. a) ◧ The first pupil in each group gives the answer in lowest term. ◧ The group who gives the correct answer will	◧ How are they going to divide it? ◧ What facts are given? ◧ What is the needed operation? ◧ Write an equation for the problem. Guide the pupils in solving the problem. ◧ We can rewrite the division into a missing factor-sentence: $23 \div 3 = n$ is equivalent to $3 \times n = 23$ ◧ To find n, we can multiply both sides of the sentence by 13. Thus, $13 \times 3 \times n = 23 \times 131 \times n = n = 29$ So, $23 \div 3 \div = 29$ ◧ Notice that in our solution, we have, $13 \times 3 = 1$. Numbers like 13 and 3 are called reciprocals. (Give other pairs of reciprocal	
F.Developing Mastery	◧ What are given in the problem? (3/4 hectare and 1/3 hour) ◧ What is being asked? (The hectare of land Nica's father can water in 1 hour) ◧ What is the number sentence? $(3/4 \div 1/3 = N)$ Let us use this piece of cartolina to visualize the mango orachrd of Nica's family. If this whole cartolina represents 1 hectare, how will you represent the ¾ hectare piece of land?	Processing the Activities After all the groups have presented their answers, look back at the given example. A bed factory ordered 23 ton of kapok. If each delivery truck can contain 16 ton of kapok, how many trucks will be needed to load the order. In division of simple fractions, we use multiplicative inverses or reciprocals. Two numbers are reciprocals of each other if their product is 1.	Performing the Activities Group the pupils into four working teams. Ask them to work cooperatively in finding the answers to the problem. Give them enough time to think and perform the task How did you find the activity? How did you divide a whole number by a fraction? Which numbers did you multiply?	How did you find the activity? How did you divide the fraction by a whole number?	

	Nica's family has a big orchard. Nica's father waters ¾ hectare of the orchard in 1/3 hour using a machine. How many hectares could he water un 1 hour using the same machine? Let us represent the ¾ hectare of land using this colored paper. ¾ 1/3 This show that ¾ hectare is watered in 1/3 hour. So we need 3 of this for 3/3 or 1 hour. 34 1/3 6/4 2/3 9/4 3/3 This show that Nica's father can water 9/4 or 2 ¼ hectare of land in 1 hour. If you were Nica what will you do to help your				
G.Finding Parctical application of concepts and skills in daily living	Directions: Illustrate the quotient of the following. *a*). 3/ 9 ÷ 3/4 *e*). 8/ 12 ÷ 1/3 *b*).5/ 10 ÷ 1/2 *c*). 7/8 ÷ 4/5 *d*). 6/9 ÷ 1/3	Kate found 3/4 of a big birthday cake in the refrigerator. She served 1/4 piece of the cake to each of her friends. How many of her friends ate the cake?	Organize the class in groups of 5. Provide each group a copy of the problems to be solved. (Allow 10 to 15 minutes.) a) Marita is making placemats for her godmother. How many placemats can she cut from 4 metres of linen cloth if each placemat measures 25 metre? b) Alma and her classmates are making graduation ribbons. How many 910 dm ribbons long can be made from a spool of 53 dm long?	Directions: Solve of the following. Use the reciprocal method. a) 1/5 ÷ 10 = n d) 2/4 ÷ 16 = n b) 1/7 ÷ 21 = n e) 3/5 ÷ 25 = n c) 3/5 ÷ 40 = n	
H.Making generalization and abstraction about the lesson	To visualize division of fractions: ◄ We can use paper folding, drawing and the like.	Change the divisor to its reciprocal. ◄ Change the division sign to multiplication sign. ◄ Cancel, if necessary. ◄ Multiply the numerators then multiply the denominators. ◄ Express in lowest terms, if necessary	To divide a whole number by a fraction: ◄ Change the divisor to its reciprocal. ◄ Change the division sign to multiplication sign. ◄ Simplify or cancel if necessary.	How do we divide a fraction by a whole number?	

			☐ Multiply the numerators, then the denominators. ☐ Express the answer in lowest term if necessary.		
I.Evaluating learning	Directions: Visualize the following using drawing. *a*). 9/10 ÷ 3/7 *d*). 7/14 ÷ 5/9 b) 7/8 ÷ 2/3 *e*). 10/12 ÷ 6/8 *c*). 4 /9 ÷ 4/5	Directions: Divide the following fractions. Reduce to lowest terms, if possible. a. 56÷29= d. 35 ÷29= b. 83÷12= e. 35 ÷12= c.56÷29=	Directions: Find each quotient . Express the answer in lowest term. 1. What is the quotient of 6 and 46 ? 2. If you divide 35 by 4, what is the answer? 3. What is the quotient of 9 divided by 26 ? 4. How many sixths are there in 412 ? 5. Divide 10 by 34 . The answer is _____ .	Directions: Find each quotient. Reduce the answer to lowest terms if possible. a) 7/8 ÷ 6= N b) 3/7 ÷21 = N c) 2/3 ÷ 3= N d) 3/4 ÷ 4= N e) 8/9 ÷6 = N	
J.additional activities for application or remediation	Directions: Answer the problem below using a model or illustration. Doring had 2 kilograms of sugar. She used 14 kilogram for every cake she baked. How many cakes did she bake?	Answer each question carefully. 1. How many 25- meter long pieces can be cut from an 810-meter ribbon? 2. If 117 is the quotient and the divisor is, 710 what is the dividend?	Solve the problems. 1) Rita lives 58 km from the school. Mina lives 6 km away? Who lives farther? How many times farther? 2) Mrs. Lee baked 120 cookies. She placed 45 dozen cookies in a small box. How many boxes did she use?	Directions: Find the quotient. Always express the answers in lowest terms. a) 5/6 ÷ 2= N b) 8/9 ÷ 3 = N c) 4/6 ÷ 4= N d) 9/12 ÷ 6= N e) 5/7 ÷14 = N	
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	___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	___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	___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	___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

	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.	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.	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.	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.	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	*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	*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	*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	*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.

	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 ***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	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 ***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	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 ***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	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 ***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	___**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 ***Why?*** ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's

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