

Grade 5 Term 1, Week 8 LESSON PLAN	
N a m e o f L e s s o n	Mastering Division of Fractions through Models and Algorithms
L e a r n i n g A r e a / s	Math
D e s	Wynner B. Elba

i g n e d b y T e a c h e r / s	
D e s i g n e d f o r w h i c h G r a d	5

e L e v e l a n d S e c t i o n						
N o . o f S e s s i o n s	S e s s i o n 1	S e s s i o n 2	S e s s i o n 3	S e s s i o n 4	S e s s i o n 5	
R e f e r e	Dep Ed Mat h Gra de 5					

n c e s (b o o k s , w e b s i t e s , t o o l k i t s , e t c .)	Lea rner 's Mat eria l, Qua rter 1, Mo dule 15: Vis uali zing Div isio n of Fra ctio ns. • Fra ctio n stri ps, nu mbe r line post ers, and rect ang ular pap
--	--

	er cut- outs . • Self -Le arni ng Mo dule (SL M) Qua rter 1 - Mo dule 16: Div idin g Sim ple Fra ctio ns and Wh ole Nu mbe rs. • Dep Ed TV Vid eo
--	---

	Lesson on Division of Fractions (YouTube/Ed Portal). Flashcards for reciprocal drills and whiteboard markers for board work.
--	---

D	Artificial
e	Intelligence
c	(AI) tools
l	were used
a	to assist in
r	the
a	preparation
t	of this
i	lesson plan,
o	particularly
n	in
o	generating
f	ideas,
A	improving
I	clarity of
u	instructions,
s	and
e	organizing
C	learning
i	activities
t	aligned with
e	the MELCs.
h	All
o	AI-assisted
w	outputs
A	were
I	carefully
w	reviewed,
a	validated,
s	and
u	contextualiz
s	ed by the
e	teacher to
d	ensure
i	accuracy,
n	appropriate
t	ness, and
h	
e	
f	
o	
r	
m	
u	

l a t i o n o f t h e l e s s o n p l a n . S e e D O 3 , 2 0 2 6 A n n e x A .	alignment with DepEd standards.
I n t e n t i	Meaningful learning experiences are anchored in how we frame them.

o n s .	Start by deciding what you want learners to master by the end of the lesson - keep it clear and simple. Remember: Understanding your learners' evolving context and designing around it help ensure that your lessons connect with and are relevant to them.
L e a r n i n g C o m	1. Divide fractions using models. 2. Divide a fraction by a fraction. (M5NS-Ii-95, M5NS-Ii-96.1)

p e t e n c y : W r i t e t h e c o m p e t e n c y / i e s f r o m t h e c u r r i c u l u m t	
--	--

h a t w e a r e t a r g e t i n g , a n d t h e c o n t e n t o r p e r f o r m a n c e s t a n d a r	
---	--

d s a p p l i c a b l e t o t h e s e s s i o n .						
L e a r n i n g O b j e c t i v e	V i s u a l i z e d i n v e s t i g a t i o n s	V i s u a l i z e d i n v e s t i g a t i o n s	D i v i d e n c e h o l d e r s i n v e s t i g a t i o n s	P e r f o r m a n c e i n v e s t i g a t i o n s	S o l v e r o f t h e i n v e s t i g a t i o n s	S o l v e r o f t h e i n v e s t i g a t i o n s

s	f	e	b	f	-
:	w	n	y	r	r
W	h	t	a	a	o
r	o	i	f	c	u
i	l	v	r	t	t
t	e	n	a	i	i
e	n	i	c	o	n
s	m	i	t	n	e
m	b	o	i	b	w
a	e	n	o	y	o
l	r	o	a	n	d
e	s	f	n	o	p
r	b	r	d	t	r
k	y	a	a	h	o
n	f	f	r	e	b
o	r	c	a	r	l
w	a	t	c	r	e
l	c	i	t	a	m
e	t	o	n	i	s
d	i	s	o	t	i
g	n	u	n	i	n
e	s	s	b	o	v
,	u	s	y	n	o
s	i	n	a	u	l
k	n	g	w	s	i
i	n	h	i	n	g
l	g	u	n	d	i
s	r	m	e	t	v
f	e	b	e	n	i
r	c	e	r	u	s
o	t	r	m	b	i
m	a	l	m	u	o
t	n	i	b	e	n
h	g	n	e	r	n
e	u	e	r	t	n

m p e t e n c y t h a t t h e l e a r n e r s w i l l w o r k o n a n d b e a b l e t o s h o w b y t	l a r a r e a m o d e l s .	s a n d f r a c t i o n s t r i p s .	u s i n g t h e r e c i p r o c a l m e t h o d .	i p l i c a t i v e i n v e r s e (r e c i p r o c a l) a l g o r i t h	o f f r a c t i o n s i n r e a l - l i f e c o n t e x t s .
---	--	---	---	---	---

h e e n d o f t h e s e s s i o n s .				m .	
L e a r n e r C o n t e x t : W r i t e y o u r o	Grade 5 learners are transitioning from concrete to abstract mathematical operations. They have prior knowledge of fraction multiplication and reciprocals but often struggle with the conceptual 'sharing' or 'partitioning'				

b s e r v a t i o n s o f y o u r l e a r n e r s , a n d h o w t h e y h a v e b e e n p e r f o r m	aspect of division when divisors are less than one.
--	--

i n g o r r e s p o n d i n g t o l e a r n i n g e x p e r i e n c e s r e c e n t l y · I n c l u d	
---	--

e s t r e n g t h s , i n t e r e s t s , a n d p o s s i b l e b a r r i e r s t o l e a r n i n g .	
---	--

L e a r n i n g E x p e r i e n c e .	A learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners gain knowledge, skills, or understanding in a purposeful way.					
	P	R	M	R	R	C
	r	e	e	e	e	o
	-	v	n	a	i	n
	L	i	t	l	e	c
	w	a	l	w	p	
	s	o	d	o	o	t
	s	f	r	f	f	u

o	f	i	t	h	a
n	r	l	h	o	w
:	a	e	r	r	e
D	c	n	e	s	i
e	t	i	d	c	e
s	i	o	a	r	w
c	n	n	i	i	p
r	e	e	t	o	o
i	m	u	i	n	f
b	u	l	y	f	i
e	t	i	p	y	v
h	i	l	i	i	i
o	p	i	n	p	s
w	l	g	b	r	a
y	i	t	e	c	c
o	p	h	w	t	i
u	l	e	e	o	n
w	i	r	e	s	'
i	l	e	n	h	o
l	l	a	d	t	w
h	e	n	p	i	m
e	p	c	r	v	a
p	t	a	i	i	n
t	i	t	r	s	y
h	e	n	e	e	o
e	n	a	d	i	f
l	a	i	t	o	w
e	r	p	o	h	i
a	r	r	i	s	s
r	n	d	s	i	g
s	e	r	i	r	r
g	n	s	o	e	a
e	t	l	n	a	d
r	i	(	m	o	y
e	f	m	a	t	h
a	y	u	n	w	i
d	i	l	d	e	s
y	n	t	e	s	t
f	i	n	m	u	t
o	n	g	p	l	e
r	t	t	t	e	

l e s s o n .	h e p a r t s o f a f r a c t i o n (n u l m e r a t o r a n d d e n o m i	i c p a l i t v e i n v e r s e o f h e n o p e n r a t i o n s .	i p l i c a t i o n h a s i n v e r s e o f h e n o p e n r a t i o n s .	r m s u s i n g t h e G r e a t e s t C o m m o n F a c t o r (G C F) .	u p f i n i t i a l v a l u e ' .
---------------------------------	--	---	---	---	---

	n a t o r) .	r f f r a c t i o n s .			
F l o w : D e s c r i b e t h e a c t i v i t i e s t h a t y o u	I n t r o d u c t i o n : S t a r t b y a s k i n	I n t r o d u c t i o n : R e v i s i t t h e s c e n e	I n t r o d u c t i o n : P r e v i s e n t h e s c e n e	I n t r o d u c t i o n : P r e v i s e n t h e s c e n e	I n t r o d u c t i o n : P r e v i s e n t h e s c e n e

c a n i m p l e m e n t i n l o r m o r e s e s s i o n s t o m e e t t h e l e a r n i n g o b j e c	g t h e c l a s , ' I f I h a v e 2 l o a v e s o f b r e a d a n d I c	d a y ' s a r e a m o d e l s . P r e s e n t w r o p e a n d ' H	a r i o : ' A 5 - m e t e r r i b b o n i s c u i n t o p i e c e s t h	i s i o n o f w h o l e n u m ' A b e r s b y f a r i c h a s 3 / 4 o f a l l t	- w o r l d p r o b l e m : ' A b l i n g M a r i a s / 4 o f a l l t
---	--	---	--	--	---

t i v e s . A p p l y t h e L e a r n i n g D e s i g n P r i n c i p l e s . .	u t e a c h l o a f i n t o h a t s a v e r e i n m a n y p i e c e s w i l	o w m a r n e y l / 8 s e t e n g e l s g . H o t w i m a n y p i e c e s a r e w r o d	a t a r e l / 2 m e t e r l o n g . H o t w i m a n y p i e c e s a r e w r o d	n g e t h e s t u e . S h e w a n t h s t o p o w e r i t i n t o s a f e a l c u	e r o f j u i c e . S h e w a n t h s t o p o w e r i t i n t o s a f e a l c u
--	--	--	--	---	--

	l	u	a	o	p
I	I	c	d	n	s
h	e	e	e	b	t
a	s	d	?	y	h
v	i	'	W	a	a
e	v	r	r	n	t
?	i	i	i	t	h
'	d	t	t	h	o
T	i	e	r	e	l
h	n	t	h	f	/
i	g	e	e	r	8
s	a	e	a	c	f
e	f	e	q	a	t
s	r	u	a	i	a
t	a	t	t	o	i
a	b	i	i	n	t
b	t	o	n	,	e
l	i	n	5	i	r
i	s	b	÷	k	a
s	h	y	1	e	c
e	s	d	/	2	h
s	d	i	2	/	.
i	v	r	.	3	H
v	i	a	R	÷	o
i	s	c	e	1	w
o	i	t	v	/	m
n	o	i	4	,	a
a	n	e	w	w	y
s	v	w	t	h	c
p	i	s	h	e	u
a	s	h	e	r	p
r	u	e	r	s	s
t	a	c	e		

	i t i o n i n g . W r i t e 2 ÷ 1 / 2 o n t h e b o a r d . A c t i v i	l l y . A t t i v i t y : G u i d e s . M o d e l s i n n o d : I n w a r o u	o n c e p t o f a r s e c i p r o c e d u r e s . M o d e l s i n n o d : I n w a r o u	t h e n s u e o f t h e c o n f e r e n c e . A c t i v i t y : I n w a r o u	c h a n s e s i b l e ? ' A c t i v i t y : I n w a r o u
--	--	---	--	---	---

[illegible]

	n s t r u c t i v e s t m e n t s t o d r a w 2 l a r g e r e c t a n g l e s	o n t h e c l i n e s t m e n t s t o d r a w 2 l a r g e r e c t a n g l e s	p t h e d i v i d e n t i f i c a t i o n s t o d r a w 2 l a r g e r e c t a n g l e s	c e d u r i n g s t o d r a w 2 l a r g e r e c t a n g l e s	c e d u r i n g s t o d r a w 2 l a r g e r e c t a n g l e s
--	---	---	--	---	---

	t o r e p r e s e n t t h e 2 w h o l e s . A s k t h e m t o d i v i d e	l o n g t h e s a m e l i n e . A s k t h e m t o d i v i d e	o n s i g n e t o m u l t i p l i c a t i o n (×) . S t e p 3 : F l o p t	3 / 5 . (2) C h a n g e ÷ t o × (3) F l o p 2 / 7 o t h e j u i c e	v e s t u d e n t i d e n t i f y a c h p a r t f o r t h e j u i c e
--	---	---	--	--	---

	e a c h r e c t a n g l e i n t o 2 e q u a l p a r t s (h a l v e s) a	m a n y ' j u s t a p s ' o f 1 / 2 8 i t e a k e s) o f T h e c c h a t h e 3 / 4 m	h e d i v i s i o n (1 / 2 b e c o m e s (3 × 7 = 2 1) T h e c c h a t h e 3 / 4 m	M u l t i p l y (u n i t e r m s (3 × 7 = 2 1) T h e c c h a t h e 3 / 4 m	p r o b l e m .A : N u m b e r o f c u p s .G : 3 / 4 l i n e j u n i c
--	---	---	---	---	---

	s i n d i c a t e d b y t h e d e n o m i n a t o r o f t h e d i v i s o	a r k . D i s c u s s i o n : S h o w t h a t 3 /4 i s t h e q u i v a l e	o n b e c o m e s × 2 / 1 = 1 . A c t i v i t y : S h o w t h e r	t o b r e (5 × 2 = 1 0) . (5) S i m p l i f y t h e n : S m p l e p e r	e , 1 / 8 l i t e r p e r c u p . O : D i v i s i o n . N : 3 / 4 ÷ 1 / 8
--	---	--	---	--	---

	r . H a v e t h e m c o u n t t h e t o t a l n u m b e r o f s h a d e d	n t o 6 / 8 . O n a h i o n : 1 / 2 ÷ 5 . E x p l a i n t h a t b h i s m e	v e r s e s c e n / 1 0 t o 2 1 0 . A c t i v e n - p r o u t i d e	. A : 6 u p s . M o d e l i n g : S o l v e a n o n - p
--	---	---	---	---

	p	i	a	F	r
	i	n	n	r	o
	e	c	s	a	b
	c	r	s	c	l
	e	e	p	t	e
	s	m	l	i	m
	a	e	i	o	:
	c	n	t	n	'
	r	t	t	F	I
	s	,	i	l	f
	s	w	g	p	/
	b	e	h	C	3
	o	r	a	a	o
	t	e	l	r	f
	h	a	f	d	a
	r	c	o	s	c
	e	h	f	'	a
	c	3	a	.	k
	t	/	n	E	e
	a	4	i	a	i
	n	i	t	c	s
	g	n	e	h	d
	l	e	m	c	i
	e	x	a	a	v
	s	a	m	r	i
	.	c	o	d	d
	D	l	g	a	d
	i	y	5	s	a
	s	6	p	a	m
	c	j	e	d	o
	u	u	o	i	n
	s	m	p	v	g
	s	p	l	i	4
	i	s	.	.	c
	o	.	.	.	h

	n : E x p l a i n t h a t 2 ÷ 1 / 2 m e a n s ' H o w m a n y h a l v e s	T h e r e f o r e , 3 / 4 ÷ 1 / 8 = 6 . C o n t r a s t a t i s t i c s	U s i n g t h e r u n l e n s i n d e c i m a l i t y i n t h e	o n p r o b l e m s o n e i n d e c i m a l i t y i n t h e	i l l r e n d a n t h e n o n e i n d e c i m a l i t y i n t h e
--	---	--	--	--	---

	a	/	w	h	h
	r	4	o	e	a
	e	$\div$	r	c	r
	i	2	e	o	e
	n	,	s	r	t
	2	w	u	r	o
	?	h	l	e	a
	'	e	t	s	f
	B	r	e	s	p
	a	w	t	o	i
	s	e	w	n	e
	e	a	s	d	n
	d	h	i	d	
	o	r	o	n	,
	n	e	w	g	w
	t	s	h	m	h
	h	p	o	u	a
	e	l	w	l	t
	m	i	t	t	f
	o	t	h	i	r
	d	t	e	p	a
	e	i	p	l	c
	l	n	o	i	t
	,	g	s	c	i
	t	t	i	a	o
	h	h	t	t	n
	e	e	i	i	o
	r	e	o	n	f
	e	x	n	n	t
	a	i	o	s	h
	r	s	f	e	w
	e	t	t	n	w
	4	i	h	t	h
	h	n	e	e	o
	a	g	w	n	l
	l	f	h	c	e
	v	r	o	e	c

	e	a	l	o	a
	s	c	e	n	k
	.	t	n	t	e
	S	i	u	h	d
	h	o	m	e	o
	w	n	b	o	e
	t	i	e	t	s
	h	n	r	h	t
	a	t	c	e	h
	t	t	a	s	f
	h	w	n	i	r
	i	p	e	d	i
	s	a	e	e	e
	i	r	t	b	n
	s	t	h	f	d
	d	s	e	o	h
	i	.	o	r	a
	f	G	u	s	v
	f	e	t	'	e
	e	u	c	S	
	r	i	o	h	
	e	d	m	o	
	n	e	e	v	
	t	d	.	i	
	f	P	g	n	w
	r	r	G	t	
	o	a	u	h	m
	m	c	i	m	
	2	t	d	i	u
	÷	i	e	s	l
	2	c	d	r	t
	=	e	P	e	i
	1	:	r	i	-
	.	H	a	n	s
	E	a	c	f	t

	m	v	t	o	e
	p	e	i	r	p
	h	s	c	c	d
	a	t	e	e	i
	s	u	:	s	v
	i	d	S	t	i
	z	e	t	h	s
	e	n	u	e	i
	t	t	d	t	o
	h	s	e	r	n
	a	u	n	a	a
	t	s	t	n	n
	w	e	s	s	d
	h	f	w	i	m
	e	r	o	t	u
	n	a	r	i	l
	d	c	k	o	t
	i	t	i	n	i
	v	i	n	f	p
	i	o	p	r	l
	d	n	a	o	i
	i	s	i	m	c
	n	t	r	d	a
	g	r	s	i	t
	b	i	t	v	i
	y	p	o	i	o
	a	s	s	s	n
	f	t	o	i	i
	r	o	l	o	n
	a	f	v	n	v
	c	i	e	t	o
	t	n	4	o	l
	i	d	÷	m	v
	o	h	2	u	e
	n	o	/	l	d
	l	w	3	t	.
	e	m	a	i	

	s	a	n	p	G
	s	n	d	l	u
	t	y	3	i	i
	h	1	/	c	d
	a	/	5	a	e
	n	6	÷	t	d
	l	a	6	i	P
	,	r	.	o	r
	t	e	T	n	a
	h	i	h	.	c
	e	n	y	D	t
	q	1	m	i	c
	u	/	u	s	e
	o	3	s	c	:
	t	.	t	u	D
	i	T	s	s	i
	e	h	s	s	t
	n	y	h	s	i
	t	y	o	w	r
	i	s	t	n	i
	s	h	:b		
	l	o	h	A	u
	a	u	r	d	t
	r	d	r	d	e
	g	e	p	c	r
	e	p	l	i	e
	r	a	p	s	o
	t	h	c	r	s
	a	e	o	c	k
	n	t	c	o	s
	t	h	a	m	h
	h	e	l	s	o
	e	1	t	e	n
	d	/	3	p	i
	i	3	s		
	v	s	p		

	i d e n d . G u i d e d P r a c t i c e : P r o v i d e a w o r k s h e	t r i p t a n d s e e h o w m a t i p l l i c t t r i o n s . M o n i t e r f o r c e	a n d t h e s i n a c c o m p l e x i t a t i o n s . M o n i t e r f o r c e	t f a l l s , s u r e m a l e m o s . S h a r i n g o f a p i z z a	t h 3 o r d e r o f m e m b e r s . S h a r i n g o f a p i z z a
--	--	---	---	--	---

	e	y	o	c	m
	t	b	m	i	o
	w	e	m	d	n
	h	n	o	e	g
	e	e	n	n	4
	r	a	e	t	f
	e	t	r	a	r
	s	h	r	l	i
	t	i	o	l	e
	u	t	r	y	n
	d	.	s	m	d
	e	n	l	u	s
	t	c	k	t	.
	s	o	e	i	.
	m	u	f	p	C
	u	r	l	l	u
	s	a	i	y	t
	t	g	p	i	t
	d	e	p	n	i
	r	t	i	g	n
	a	h	n	w	g
	w	e	g	i	a
	a	m	t	t	l
	r	t	h	h	0
	e	o	e	o	-
	a	d	d	u	m
	m	r	i	t	e
	o	a	v	f	t
	d	w	i	l	e
	e	t	d	i	r
	l	h	e	p	w
	s	e	n	p	i
	f	r	d	i	r
	o	e	i	n	e
	r	s	n	g	i
	3	u	s	.	n

	÷	l	t	E	t
	1	t	e	x	o
	/	s	a	p	l
	4	i	d	l	/
	a	n	o	a	5
	n	t	f	i	m
	d	h	t	n	e
	2	e	h	t	e
	÷	i	e	h	e
	1	r	d	a	r
	/	n	i	t	s
	3	o	v	i	t
	.	t	i	f	r
	M	e	s	t	i
	o	b	o	h	p
	v	o	r	e	s
	e	o	.	d	.
	a	k	S	i	3
	r	s	y	v	.
	o	.	n	s	D
	u	S	t	o	v
	n	d	y	h	r
	t	n	e	s	i
	h	t	h	s	a
	e	h	i	s	p
	r	e	s	:	r
	o	s	:	D	o
	o	i	D	i	p
	m	s	i	p	5
	t	:	s	e	k
	o	A	c	r	g
	e	s	u	f	o
	n	k	s	r	f
	s	s	s	a	s
	u	t	w	c	u
	r	u	h	t	g

	e	d	y	i	a
	s	e	t	o	r
	t	n	h	n	i
	u	t	e	,	n
	d	s	'	t	t
	e	t	F	h	o
	n	o	l	e	l
	t	e	i	q	/
	s	x	p	u	l
	a	p	'	o	0
	r	a	w	i	k
	e	d	i	r	g
	i	n	k	e	b
	v	w	s	n	a
	i	h	b	w	g
	d	y	y	i	s
	i	l	c	l	.
	n	/	o	S	
	g	3	n	y	
	e	÷	n	n	
	a	1	e	w	
	c	/	c	a	
	h	6	t	y	
	'	e	i	s	
	w	q	n	b	
	h	u	g	e	
	o	a	i	l	
	l	s	b	r	
	e	2	a	g	
	'	.	c	e	
	i	H	k	r	
	n	t	e	t	
	t	o	l	o	
	t	p	t	h	
	h	t	h	n	d

	e	h	e	t	e
	c	e	m	h	n
	o	m	o	e	t
	r	r	d	d	s
	r	e	e	i	t
	e	a	l	v	o
	c	l	s	i	c
	t	i	u	d	r
	n	z	s	e	e
	u	e	e	n	a
	m	t	d	d	t
	b	h	i	.	e
	e	a	n		t
	r	t	p	S	h
	o	l	r	y	e
	f	/	e	n	i
	s	6	v	t	r
	e	i	i	h	o
	g	s	o	e	w
	m	s	u	s	n
	e	m	s	i	w
	n	a	s	s	o
	t	l	e	:	r
	s	l	s	C	d
	a	e	s	o	p
	c	r	i	n	r
	c	t	o	d	o
	o	h	n	u	b
	r	a	s	c	l
	d	n	.	t	e
	i	l	A	a	m
	n	/	r	'	s
	g	3	e	R	i
	t	,	c	o	n
	o	s	i	u	v
	t	o	p	n	o
	h	m	r	d	l

	e	u	o	R	v
	d	l	c	o	i
	e	t	a	b	n
	n	i	l	i	g
	o	p	e	n	d
	m	l	s	'	i
	i	e	s	w	v
	n	l	e	h	i
	a	/	n	e	s
	t	6	t	r	i
	r	i	a	s	n
	.	e	l	t	o
	c	l	u	f	
	S	e	y	d	f
	y	s	t	e	r
	n	a	u	n	a
	t	r	r	t	c
	h	e	n	s	t
	e	s	e	x	o
	s	e	h	p	n
	s	d	e	l	s
	:	e	q	a	.
	C	d	u	i	T
	o	t	e	n	h
	n	c	m	t	h
	c	a	i	e	m
	u	k	o	s	u
	d	e	n	t	s
	e	o	i	e	t
	b	n	n	p	p
	y	e	t	s	r
	a	l	'	o	v
	s	/			
	k	3	H	t	i

	i n g s t u d e n t s t o s u m m a r i z e h o w m o d e l s h e l p i n	p i e c e .	o w e m a n s y p a r t s o f t h i s s i z e m a k e u p t h e w h o l e ?	h e m i r s e p a t r i s ' W h a d o w n t h e d o s i m p l	d e a m s o d e l a n d a n u m e r i c a l s o l u t i o n s f o r t h e p i r
--	---	----------------------------	--	---	--

	u			i	c
	n			f	r
	d			y	e
	e			t	a
	r			h	t
	s			e	e
	t			f	d
	a			i	p
	n			n	r
	d			a	o
	i			l	b
	n			a	l
	g			n	e
	d			s	m
	i			w	.
	v			e	P
	i			r	e
	s			?	e
	i			'	r
	o			t	-
	n			o	r
	.			e	e
	R			m	v
	e			p	i
	i			h	e
	n			a	w
	f			s	t
	o			i	h
	r			z	e
	c			e	p
	e			m	r
	t			a	o
	h			t	b
	a			h	l
	t			e	e
	t			m	m
	h			a	s

	e d e n o m i n a t o r t e l l s u s h o w t o s p l i t e a c h w h o l			t i c a l p r e c i s i o n .	f o r c l a r r i t y .
--	---	--	--	---	--

	e , a n d t h e t o t a l c o u n t o f t h o s e p a r t s i s t h e a n				
--	---	--	--	--	--

	s w e r .				
L e a r n i n g R e s o u r c e s : L i s t d o w n t h e l e a r n i n	D e r e c t M a t h G r a d e 5 L e a r n e r ' s M e a t e r i a	F e l d o n s r i n g M e r c e d e s u n d u n l e r l i n) Q u a r t e r	S e l f - L e a r n i n g M e r c e d e s u n d u n l e r l i n) Q u a r t e r	D e l e t e V a r i e n t L e a r n i n g M e r c e d e s u n d u n l e r l i n) Q u a r t e r	F e l d o n s r i n g M e r c e d e s u n d u n l e r l i n) Q u a r t e r

g r e e s o u r c e s t h a t w i l l h e l p y o u r e a c h y o u r o b j e c t i v e s .E n s u r e	l ,Q u a r t e r l ,M o d u l e 1 5 : V i s u a l i z i n g D i v i s i	s ,a n d r e c t a n g u l a r p a p e r c u t - o u t s .D	l - M o d u l e 6 : D i v i d i n g S i m p l e F r a c t i o n s a n d	F r a c t i o n s (Y o u T r i b u t e S e p t e m b e r o r d e r w o r k .	d w h i t e b o a r d m e m b e r s o f t h e P a r t w o r k .
--	---	---	--	---	--

that they are available and inclusive.	of Fract ions .	Whole Numbers .		
Conceptualization	Properties of Fractions	Operations with Fractions	Decimals and Fractions	Visual Representation

s f o r i n t e g r a t i o n :	g d u r i n g u a d e p r a c t i c e w h e r e a b v a n c e l e a	e m a n i p u l a t i v e s (e g . r e h a v e i f o r s o m e c o m p u t e r s	e d w o r k s h e t c : V i s u a l - h e a r i n g s o m e t i m e s	s t i o n i n g c o n s i d e r i n g t h e c o n t e n t s o f t h e c o u n t r y s w i t h i n t h e c o u n t r y s w i t h i n t h e c o u n t r y s	t h i n g c o n t e n t s o f t h e c o u n t r y s w i t h i n t h e c o u n t r y s
--	--	---	---	---	---

a n i n g f u l l y a n c h o r l e a r n i n g a r e a s , s p e c i a l t o p i c , o r t e c h n o	r n e r s a s i s t h o s e s t r u g g l i n g w i t h e m o d e l s .	u r i n g c u s p s) f o r k i n e s t h e r e l i c l e a r n i n g m o d e l s .	l y a l g o r i t h m i c f o r t h o s e r e d c a d y f o r a n t r i b u t a c t	h d i f f e r e n t l e a r n i n g s p e e d s c a n c o n t r i b u t	p a i r m e n t s .
---	--	--	--	--	--

l o g y · W r i t e N / A i f f n o n e ·			i o n ·	e ·	
A s s e s s m e n t ·	Assessment s reveal what learners have gained and what they still need help with. These are helpful in providing you with information to guide your future instruction.				
F o r m	1 · W h	1 · O n	1 · W h	1 · W h	1 · A r

a t i v e A s s e s s m e n t : C r e a t e a t a s k , a c t i v i t y , o r q u e s t i	i c h m o d e r l i c o n f i d e n t s 2 ÷ 1 / 3 ? A) T w	a n h u m b e r l i c e n s e r o m 0 t r e p r e s e n t s j u m p s o f 1 / 4	a t i s t h e r e c i p r o c e d u r e ? A) B) 1 / 8 C) 8 / 8 D	a t i s t h e r e c i p r o c e d u r e ? A) B) 1 / 8 C) 8 / 8 D	o p e 4 m e t e r s l o n g i s c u t i v i t o l / 3 m e t e r p i e c e s
---	--	--	--	--	--

o n s t o e v a l u a t e l e a r n i n g a n d p r o v i d e f e e d b a c k . (S t r i c t l y 5 M	o c i r c l e s e a c h c u t i n t o 3 p a r t s . B) T h r e e c i r c	a r e n e d e d a t t h i n 3 /4 ? A) 1) B) 2) C) 3 D) 1 / 1 n 2 . I	) 0 \n 2 . W h a t i s 6 ÷ 1 / 3 ? A) 2) B) 9 C) 1 8 D) 1 / 1 8 \n 3	M u l t i p l y 3 b y 1 B) F i r e t h e r e ? A) 3) C) F i r e t h e r e ? A) 1 2 B) 7 C) 1 1 / 2 / 3 D	. H o w m a n y p i e c e s a r e t h e r e ? A) 1 2 B) 7 C) 1 1 / 2 / 3 D
---	---	--	--	--	---

C Q s p e r s e s s i o n) .	l e s e a m b e r c u l t i n e t o s) 2 p a r t s . C) T w o c i r c l e s e a c h	f a n u l v e r l i n e) d i v i d e d n o l /	. S o l v e 1 / 4 ÷ 2 . A) 1 / 8 B) 1 / 2 C) 8 D) 2 \n 4 . W h i c h	2 / 1 D) A d d t h e d / 2 n o f m a p i n a z z o r i s s h a r e d e q u a l y a	) 4 / 3 \n 2 . I f 1 / 2 o f a p i z z a r i s s h a r e d e q u a l y a
---	---	--	---	--	---

	c	s	i	/	m
	u	,	s	4	o
	t	w	t	.	n
	i	h	h	)	g
	n	a	e	6	3
	t	t	c	/	c
	o	i	o	2	h
	2	s	r	0	i
	p	t	r	B	d
	a	h	e	)	r
	r	q	t	8	e
	s	u	m	/	n
	.	o	u	1	,
	D	t	l	5	w
	)	i	t	C	h
	O	e	i	)	a
	n	n	p	1	t
	e	t	l	5	f
	c	o	i	/	r
	i	f	a	8	a
	r	l	t	)	D
	c	/	i	5	t
	l	2	o	/	i
	e	÷	n	9	o
	c	1	s	\	n
	u	/	e	3	o
	t	?	n	.	f
	i	A	t	.	h
	n	)	e	S	e
	t	2	n	i	p
	o	B	c	m	i
	6	)	e	p	z
	p	3	f	l	z
	a	C	o	r	a
	r	)	r	f	d

	s	6	5	y	o
	.	D	÷	t	e
	\	)	2	h	s
	n	1	/	e	e
	2	2	3	q	a
	.	\	?	u	c
	I	n	A	o	h
	f	)	5	i	c
	y	.	×	e	h
	o	W	×	n	l
	u	h	2	t	d
	d	i	/	o	g
	i	c	3	f	e
	v	h	B	1	t
	i	d	)	1	?
	d	i	1	/	A
	e	v	/	2	)
	l	i	5	÷	1
	w	s	×	1	/
	h	i	2	/	6
	o	o	/	4	B
	l	n	3	.	A
	e	s	C	)	3
	i	e	)	1	/
	n	n	5	/	2
	t	t	×	2	C
	o	e	3	B	)
	f	n	/	2	2
	o	c	)	1	/
	u	e	D	8	D
	r	i	)	/	3
	t	s	5	8	C
	h	s	×	)	1
	s	h	1	)	/
	,	o	/	2	5
	h	w	2	D	\
	o	n	\	)	\

	w	b	n	4	n
	m	y	5	\	3
	a	a	.	n	.
	n	m	I	4	M
	y	o	f	.	a
	p	d	a	W	n
	i	e	w	h	g
	c	l	h	a	J
	e	w	o	t	u
	s	i	l	i	a
	d	h	n	t	h
	o	4	u	h	a
	y	j	m	e	s
	o	u	b	r	6
	u	m	e	e	k
	h	p	r	s	g
	a	s	i	u	o
	v	o	s	l	f
	e	f	d	t	r
	?	l	i	o	i
	A	/	v	f	c
	)	8	i	5	e
	1	r	d	/	.
	/	e	e	6	H
	4	a	d	÷	e
	B	c	b	5	r
	)	h	y	/	e
	2	i	a	6	p
	C	n	p	?	a
	)	g	r	A	c
	4	l	o	)	k
	D	/	p	1	s
	)	2	e	B	t
	8	?	r	)	h
	\	A	f	2	e
	n	)	r	5	m

	3	1	a	/	i
	.	/	c	3	n
	W	2	t	6	t
	h	$\div$	i	C	o
	a	1	o	)	3
	t	/	n	0	/
	i	8	,	D	4
	s	=	t	)	k
	t	4	h	3	g
	h	B	e	0	b
	e	)	q	/	a
	q	1	u	3	g
	u	/	o	0	s
	o	8	t	(	.
	t	$\div$	i	w	H
	i	1	e	h	o
	e	/	n	i	w
	n	2	t	c	m
	t	=	i	h	a
	o	4	s	i	n
	f	C	a	s	y
	3	)	l	l	b
	$\div$	4	w	)	a
	1	$\div$	a	\	g
	/	1	y	n	s
	2	/	s	5	c
	?	8	:	.	a
	A	=	A	S	n
	)	1	)	o	h
	1	/	S	l	e
	1	2	m	v	m
	/	D	a	e	a
	2	)	l	3	k
	B	1	l	/	e
	)	/	e	8	?
	3	2	r	$\div$	A
	C	$\div$	t	1	)

	)	4	h	/	4
	5	=	a	4	B
	D	1	n	.	)
	)	/	t	A	8
	6	8	h	)	C
	\	\	e	3	)
	n	n	w	/	1
	4	4	h	3	2
	.	.	o	2	D
	I	H	l	B	)
	n	o	n	)	1
	t	w	u	/	8
	h	m	a	2	\
	e	a	m	4	n
	e	n	b	4	4
	x	y	e	C	.
	p	l	r	)	A
	r	/	B	1	c
	e	1	)	1	o
	s	0	E	/	n
	s	p	q	2	t
	i	i	u	)	a
	o	e	a	1	i
	n	c	l	/	n
	4	e	t	2	e
	÷	s	o		r
	1	f	t		h
	/	i	h		a
	5	t	e		s
	,	i	w		9
	w	n	h		/
	h	t	o		1
	a	o	l		0
	t	l	e		l
	d	/	n		i
	o	5	u		t
	e	?	m		e

	s	A	b	r
	t	)	e	s
	h	2	r	o
	e	B	C	f
	'	)	)	w
	5	5	L	a
	'	C	a	t
	i	)	r	e
	n	1	g	r
	t	0	e	.
	h	D	r	I
	e	)	t	f
	d	5	h	y
	e	0	a	o
	n	\	n	u
	o	n	t	p
	m	5	h	o
	i	.	e	u
	n	T	w	r
	a	o	h	l
	t	v	o	/
	o	i	l	1
	r	s	e	0
	t	u	n	l
	e	a	u	i
	l	l	m	t
	y	i	b	e
	o	z	e	r
	u	2	D	i
	?	/	)	n
	A	3	Z	t
	)	÷	e	o
	T	1	r	e
	o	/	o	a
	s	3		c
	u	,		h
				g

	b t r a c t 5 B) T o d i v i d e e a c h w h o l e i n t o 5 p a r t s C	h o w m a n y l / 3 s t r i p s d o y o u n h e d t o p l a c e u n d e r				l a s s , h o w m a n y g l a s s e s c a n y o u f i l l ? A) 1 B) 9 C
--	---	---	--	--	--	---

	)	a	)		)
	T	2	1		1
	o	/	0		0
	m	3	D		D
	u	s	)		9
	l	t	0		0
	t	r	\		n
	i	i	5		.
	p	p	S		a
	l	? A	a		r
	y	) 1	r		a
	t	B	h		u
	h	) 2	s		e
	e	C	s		2
	a	) 3	/		3
	n	D	c		u
	s	) 6	p		o
	w		f		s
	e		u		g
	r		a		r
	b		f		o
	y		r		o
	5				
	D				
	)				
	T				
	h				
	e				
	f				
	i				
	n				
	a				
	l				
	a				
	n				
	s				
	w				

	e r \ n 5 . H o w m a n y h a l v e s a r e i n 5 w h o l e s ? A) 2 . 5				n e c a k e . H o w m a n y c a k e s c a n s h e m a k e w i t h 4 c u p
--	---	--	--	--	---

	B) 5 C) 1 0 D) 1 5				s o f s u g a r ? A) 2 B) 4 C) 6 D) 8
W a y s F o r w a r d .	Meaningful learning can also happen beyond the classroom - for both the learners and the teacher. Pause and reflect on what happened today.				

E	D	L	P	S	C
x	r	o	r	a	r
t	a	k	a	v	e
e	w	f	c	e	a
n	a	n	t	a	e
d	n	o	i	e	'
e	a	r	c	e	D
d	r	t	e	f	i
l	e	h	f	t	v
e	a	r	i	o	i
a	m	e	n	f	s
r	o	e	d	l	i
i	d	i	i	0	d
n	e	t	n	d	i
g	l	e	g	i	o
o	f	m	r	v	n
p	o	s	e	i	o
p	r	a	c	s	f
o	4	t	i	p	F
r	÷	h	p	o	r
t	1	o	r	n	a
u	/	m	o	c	t
n	5	e	c	f	i
i	a	t	a	f	r
t	n	h	l	s	a
i	d	e	t	o	c
e	x	a	f	t	'
s	p	r	m	i	p
:	l	e	i	o	o
<i>S</i>	a	m	x	n	s
<i>u</i>	i	e	e	p	t
<i>g</i>	n	a	d	r	e
<i>g</i>	i	s	n	o	r
<i>e</i>	n	u	u	b	s
<i>s</i>	t	r	e	h	o
<i>t</i>	h	e	b	e	o

er l ear n i n g e x p e r i e n c e s o u t s i d e t h e c l a s s r o o m / c l a s s h o u r s	r e e s e n t e n c e s w h e y t h e a n s w e r i s 2 0 .	d i n f e r a c t i o n s (h e . g . l n / 2 k g e s u t g a i r m o l d w e r i t e	e r s b y f i r s t c o n c o n v e r t i n g t h e m i f y o i n t e r p r e t a t i o n s	m s f r o m t h e o d e l a n d o o n e s s t e p - b y - s t e p a l g o r i t h m	w i n g o n e o d e l a n d o o n e s s t e p - b y - s t e p a l g o r i t h m
---	--	---	--	--	--

t h a t l e a r n e r s m a y w a n t t o a c c e s s t o r e i n f o r c e w h a t t h e y h a v e		a d i v i s i o n p r o b l e m f o r e a c h .	c t i o n s .	r s t o l o w e s t e r n s .	h m f o r a s p e c i f i c p r o b l e m .
--	--	--	---------------------------------	---	--

e a r n e d . . .					
R e f l e c t i o n s : T h i n k a b o u t w h a t y o u n e e d t o c	(T o b e f i l l e d o u t a f t e r t h e l e s s o n) R e f l e c	(T o b e f i l l e d o u t a f t e r t h e l e s s o n) R e f l e c	(T o b e f i l l e d o u t a f t e r t h e l e s s o n) R e f l e c	(T o b e f i l l e d o u t a f t e r t h e l e s s o n) R e f l e c	(T o b e f i l l e d o u t a f t e r t h e l e s s o n) R e f l e c

h a n g e f o r t h e n e x t s e s s i o n b a s e d o n w h a t h a p p e n e d t o d a y ·	t i o n P r o m p t : D i d t h e l e a r n e r s e a s i l y g r a s p t h e c o r e c o	t i o n P r o m p t : D i d t h e g u i d e d p r a c t i c e f e c t i v e l y t r a	t i o n P r o m p t : W h i c h p a r t o f t h e f o r m a t i v e a s s e s s m e n t r e	t i o n P r o m p t : W h a t p e r c e n t a g e o f t h e c l a s s r e a c h e d p r o
---	---	---	--	---

	n c e p t i n t r o d u c e d t o d a y ?	n s l a t t e r o n d e p e n d e n t s u c c e s s ?	l l e n g t h t h e s t u d e n t s m o s t ?	f l e c t h e a r n i n g o b j e c t i v e s ?	f i c i e n c y b y t h e e n d o f t h e w e e k ?
Prepared by:					
Wynn er B. Elba Teacher	Juan Dela Cruz Principal / Head				