

Grade Grade 5 Term 1, Week 9 LESSON PLAN	
N a m e o f L e s s o n	Solving Multi-Step Problems Involving Division of Fractions
L e a r n i n g A r e a / s	MATHEM ATICS
D e	Deped libre

s 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	Grade 5

d 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	Dep Ed Gra de 5 Mat				

e n c e s (books, websites, textbooks, tools, etc.)	h Lea rner 's Mat eria ls (Qu arte r 1, Wee k 9) and Tea cher 's Gui de. • Vis ual aids : Fra ctio n stri ps, nu mbe r line s, and real ia (rib bon
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showing real-life applications of dividing fractions (e.g., baking or construction).

- Instructional Tool: 'Reciprocal Cards' for clas

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

d i n t 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 . 	and contextualiz ed by the teacher to ensure accuracy, appropriate ness, and alignment with DepEd standards.
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I n t e n t i o n s .	Meaningful learning experiences are anchored in how we frame them. 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	Solve multi-step problems involving

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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	
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nce est anda rds appl icab leto thes essi on.					
L e a r n i n g O b	S o l v e r o u t i	A n a l y z e a n d	S o l v e m u l t i	A p p l y P o l y a	C r e a t e a n d s

j e c t i v e s :	n e w o r d p r o b l e m s i n v o l u n t a r y g e n e r a l i z a t i o n s	s o l v e d t h e m s e l f s i n v o l u n t a r y g e n e r a l i z a t i o n s	- s t e p w o r d p r o b l e m s i n v o l u n t a r y g e n e r a l i z a t i o n s	, s s 4 - s t e p w o r d p r o b l e m s i n v o l u n t a r y g e n e r a l i z a t i o n s	o l v e d t h e m s e l f s i n v o l u n t a r y g e n e r a l i z a t i o n s
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from the competency that the learners will work on and be able

t o s h o w b y t h e e n d o f t h e s e s s i o n s .	n g t h e d i v i d e n d a n d i v i s o r .	o n s u s i n g a p r o p r i a t e s t r a t e g i e s .	o n t e x t s .	e m s i n v o l v i n g m i x e d o p e r a t i o n s w i t h f r a c t i	r a c t i o n s w i t h m a c r o e c o n o m i c p o l i t i c i e s .
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				o n s .	
L e a r n e r C o n t e x t : W r i t e y o u r o b s e r v a t i o n s o f	Grade 5 Filipino learners are expected to have mastered basic fraction operations (addition, subtraction, multiplicati on). This lesson bridges those skills to solve real-world scenarios such as dividing food portions, cutting materials, and budget sharing, which are common in Filipino households and local				

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 i n g o r r e s p o n d i	markets (palengke).
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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	
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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	A learning experience is like a thoughtfully designed journey. Each activity and

P r e - L e v e l : D e s c r i b	E x p e r i e n c e .				
	interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners gain knowledge, skills, or understanding in a purposeful way.				
	R e c o n : D e s c r i b	D e c l : H u m a n : D e s c r i b	C o n t e n t : Q u e s t i o n s : D e s c r i b	A c t i v i t y : R e s o u r c e s : D e s c r i b	M o d e l : P e r f o r m a n c e : D e s c r i b

ntascenarion: 'Your mother brought us Fracti on Piz za' visit al to show di her' Ord er of Oper at ion s' (PEMDAS / GEMS) whe ment al math on fi nd ing the re ci pro cal of pro vide a fra cti on by a whole num ber? (Review the how you will help the learners get ready for the lesson.
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	e r e c i p r o c a l / i n v e r t a n d m u l t i p l y m e t h o d) .	p e r i m p r o p e r i t a x e d f u r a c t i o n s .	n d e a l i n g w i t h m u l t i p l e d o p e r a t i o n s .	a h a l f - p i z a r n i n t o s p a c e l l s / 4 k g , h o w e m a n y r e s t o i
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				t h e d i v i s i o n o f r a c t i o n s .	p e s c a n s h e m a k e ?
F l o w : D e s c r i b e t h e	S e s s i o n 1 : T h e t	S e s s i o n 2 : T h e a c	S e s s i o n 3 : T h e a c	S e s s i o n 4 : I n t r	S e s s i o n 5 : P r o b

a c t i v i t i e s t h a t y o u c a n i m p l e m e n t i n l o r m o r e s e s i o n s t o m e e	e a c h e r e s t a r t s w i t h a r e v e n i e w o f s i m p l e d i v i s i	h e r e r e s e n t i a l t w o s c e n a r i o : ' A l i n g	h e r e f o r e s o n d i v i s i o n a n d M u l t i p l i c a t i o n	o d u c t i o n s o f D i v i s i o n s a n d p r o p a r t i t i o n	l e m b e r i n g . T e a c h e r : ' T o d a y , y o u a r e t h e U n d
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t t h e l e a r n i n g o b j e c 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	o n . T e a c h e r : ' I f I h a v e 4 m e t e r s o f r i n k b o n a n d	N e n a h a s 5 l i t e r s o f J o s e p h e . S h e d e c i t a r k s 1 /2 l i n	. S c e n a r i o : ' M a n s a j o s e p h e . S l o w l y d e c i d e d t o r e s t a n c e . P l e a s e	e r s t a n d (W h a t e a s y j o k e d r o b l e m ?) , 2 . P o l a n (O p	c h e r s . C r e a t e a w o r d p r o b l e m ? o u t y o u r f a v o r
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P l e s . . .	c u r t i t i n t o l / 2 m e s t e r p r e s t e s , h o w m a n y p i e c e s	e r t h e n d i v i d e s 3 / 4 o f i t f o r c o r n 4 . H e t h e n b o d i v	d . H e a l l o c a t e s 3 / 4 o f i t f o r c o r n 4 . H e t h e n b o d i v	e r a t i o n s ? N u r m b e r s e n t e n c e ?) 3 . S o l v e (C a l	r i t e s n a c k N o h o b b y i n v o l v i n g a t l e a s t w o p
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	? ' S t u d e n t s u s e a p h y s i c a l r i b b o n t o d r e s t m o n s t	l e s s . ' T h e a c h r a s k s : ' W h a t d o w e c o n f e s s o n ' E x	i d e s t t h i o n s c o , 4 . C o f f e e a c k (I h a v e s w e r e f r e s h o t s f o	e r a t i o n s , o n e o f h i c h i s d i v i s i o n o f f a c t i
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	r a t e . T e a c h e r i n t r o d u c e r t h e s t a n d a r d a l g o	p e c t e d r e s p o n s : ' S p u b l i c a c t h e j u d i c a l e g o	r h i s w o r k p r o s s e s s : 1 0 * 3 / 4 = 7 . 5 . S t e p 2 : 7	l e ?) . T r e a c h e r p r o v i d e s a c r o u m b l e x p r o b l e m : '	o n s . ' T e a c h e r p r o v i d e s a c r o u m b l e x p r o b l e m : U s
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	r i t h m : i n v e r t t h e d i v i s o r a n d m u l t i p l y . G u i	a n k . ' S t e p 1 : 5 - 1 / 2 = 4 1 / 2 . S e t p 2 : 4 1 / 2 ÷ 1 / 4 .	. 5 ÷ 1 / 8 . T e a c h e r e m p h a s i z e s t h e i m p o r t a n c e	A t a n k i s 4 / 5 h e l l o w), L o g i c a l S t o r y (3 0 %) , C	e o f F r a c t i o n s (3 0 %) , L o g i c a l S t o r y (3 0 %) , C
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	g d i v i d e d (d i v i d e n d) a n d w h a t i t i s b e i n g d i v	c h i r o u p i s s i v e n a s ' P r o b l e m C a r d ' i n v o l u n g	m s l i k e ' C l a r a c h a s 3 / 4 k b g c h m o c o l d ' i n , m a k e s l / n	f i l l e d ' T e r a y W h a l k ' w h e r e t h e c c r a f t e r p o n	t h a ' G a l l e r y W h a l k ' w h e r e t h e c c r a f t e r p o n
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	ng the 'invert and multiply' rule.				
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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 t h a t t h e y a r e a v a i l a b	e e k 9) a n d T e a c h e r ' s G u i d e .	l i a (r i b b S t e p , m e e a s u r i n g c u p s) .	P o l y a ' s S t e p - b y - S t e p O t g r a n i z e r ' .	t i o n s o f d i v i d i n g f r a c t i o n s (e . g . , b a k i n g o	o o n g a m e s a n d d i r i l s .
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l e a n d i n c l u s i v e .				r c o n s t r u c t i o n) .	
O p p o r t u n i t i e s f o r i n t e g	C r i t i c a l T h i n k i n g : A n a l	C o l l a b o r a t i o n : G r o u p r	R e a l - w o r l d C o n n o t i o n : U s i n g	S e l f - C o n t r o l : U n i o n : C	C r e a t i v e E x p r e s s i o n : C

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chordle arnin gare as,sp eci alt opic ,or tec hno logy .W rite N/ ul ti- ste p ro b le m h e r r e a s o n g t o p e r s . a n d d i v i s i o n g m a k i n g i t r e l e v a n t t o F i l i p i n t h e i r o w n l o o g i c . i n g u i s t i c a n d m a t h e m a t i c a l i n t e g r a t i o n .
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A i n f o r m a t i o n			o c c u r r e n c e		
Assessment s reveal s what e learners s have gained s and what n they still e need help n with. These t are helpful in providing you with information to guide your future instruction.					
F o r m a t i v e A	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

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l u a t e l e a r n i n g a n d p r o v i d e f f e d b a c k . (S t r i c t l y 5 M C Q s p e r s e	) . 2 . A 6 m w i r e i s c u l t i n t o 2 / 3 m p i e c e s . H o w m a n	. M o t h e r w h a d k i n g f i o u r . u s e d / 1 / 2 k g . d i v i d e d .	d 1 / 3 o f 9 . t h e n d i v i d e b y 1 / 3 . A . 1 . B . 3 . C . 9 .	A . W r i t e t h e n s w e r . B . V e r i f y t h e B e a n s w e r i	d e 4 b y t h e n s w e r b r a c t . B . S u b t r a c t t h e r e f r
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s s i o n) .	y ? (A .4 , B .9 , C .12 , D .18) .3 .W h a t i s t h e r e c i	h e (r e s t i n t o l / 4 k g b / g s .H o w m a n y b a g s ? (A .4 ,	D .27) .3 .A c a k e i s 3 / 4 s o f t h e w h o l e I f / 2 o f i	s l o g i c a l , C .R e e - r e a d t h e q u e s t i o n s , D .D r a w a	m 4 t h e n d i v i d e b y 2 , C .H a l f o f 4 m i l i o n s , D .4 m i
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nusl the half). 2. If you have 12 apples and pick three). 2. What is the 'Plan' for: 'Total this dividend into 1/8 slices, how many slices B. 6, C. 8, D. 10). 3. Add 1/4 to 1/2, then divide p r o c a l o f 3 / 5 ? (A . 3 / 5 , B . 1 / 3 , C . 5 / 3 , D . 1 5) . 4 .
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	y	y	A	,	i
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	i	.	B	d	a
	v	(	.	2	c
	i	A	6	m	h
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	A	c	-		p
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	1 / 4 , B .1 , C .4 , D .1 / 2) .5 .I d e n t i f y t h e d i v i s	i s t h e c o r r e c t d e x p r e s s i o n s ' S u b t r a c t i v i t	e .H e d i n k s 1 / 3) o f r i t s .T h e r e s t i s d i v i d e d i n t	* 1 / 2 , B .1 (1 0 - 2) ÷ 1 / 2 , C .1 0 ÷ 1 / 2 - 2 , D .1 0 + 2 ÷ 1	i e c e s , h o w m a n y a r e l e f t ? (A .4 5 , B .9 , C .1 5 , D
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i	o	/	)	8	
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4	h	p	o	I	
÷	e	s	l	d	
1	n	.	v	e	
/	d	H	e	n	
2	i	o	a	t	
.	v	w	3	i	
(	i	m	-	f	
A	d	a	s	y	
.	e	n	t	t	
3	b	y	e	h	
/	y	c	p	e	
4	l	u	p	m	
,	/	p	r	i	
B	6	s	o	s	
.	'	a	b	t	
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+	1	i	s	2	,	D	.	N	o	m	i	s	t	a	k	e	)	.	4	.	C	r	e	a	t	e	a	n	u	m	b	e	r	s	e	n		
s	t	e	p	i	n	v	o	l	v	e	s	i	d	e	n	t	i	f	y	i	n	g	:	(	A	.	O	n	l	y	t	h	e	r	n	u	m	
.	(	A	.	1	,	B	.	1	/	4	,	C	.	1	/	2	,	D	.	2	)	.																
/	6	)	)	.	5	.	S	o	l	v	e	(	3	/	4	+	1	/	4	)	÷	1	/	2	.	(	A	.	1	/	2	,	B	.	1	,		

		C . 2 , D . 4) .	b e r s , B . T h e q u e s t i o n a n d g i v e n f a c t s , C . T h e	t e n c e f o r : ' H a l f o f 1 0 a n d i v i d e d b y 1 / 5 ' . (A . 1 0
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[illegible]

				n s ? (A . 2 , B . 4 , C . 8 , D . 1) .
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	H	J	P	O	I
x	o	o	r	n	n
t	m	u	j	i	e
e	e	r	n	e	r
n	T	n	a	c	P
d	a	a	t	:r	a
e	s	k	i	C	i
d	k	i	n	r	c
l	:I	n	:W	a	:R
e	a	r	t	e	e
a	r	i	r	e	s
r	n	e	v	a	V
i	n	t	e	'F	e
n	g	i	a	r	a
g	o	e	s	s	r
o	p	w	h	a	c
p	a	f	o	t	h
o	r	a	r	t	i
r	t	m	t	i	n
u	n	i	r	o	w
n	i	l	e	n	e
i	y	f	S	r	a
t	m	l	t	a	n
i	e	e	c	r	d
e	m	c	r	t	a
s	b	t	y	i	r
:	e	i	b	v	e
S	r	o	o	e	a
u	w	n	o	m	(
g	h	o	k	a	h
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s	a	h	i	s	t
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o					
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erlearn in geex per ience s out side the class room /class hours	es or c o k s . As k f o r a r e c i p e a n d c a l c u l a t e h o	th e ' C h e c k ' s t e p i n a r g u m e n t s	h 3 p a g e s , e a c h p a r t o f t h e c o n t e n t	t e s l i k e K e a n A c h a d e m i c a l X f o r p r a c t i c e ' D i v	r e s) i s d i v i d e d i n m o c a l f a r m i n g a n d p r e s e n t
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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	w m a n y s e r v i n g s c a n b e m a d e i f t h e y o n l y h a v e	r t a n t i n r e a l i f i c a t i o n s a r e n o t h e y h a v e	e p f r a c t i o n p r o b l e m (e m g i t s o l u t i o n .	i s i n f o r m a t i o n : W o r l d P r o b l e m s ' .	a s i m p l e d i v i s i o n p r o b l e m s b a s e d o n i t .
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e a r n e d . . .	a l f o f t h e m a i n i n g r e d i e n t .	e n o u g h m o n e y a t t h e s t o r e).			
R e f l e c t i o n s :	(T o b e f i l l e d o u t a	(T o b e f i l l e d o u t a	(T o b e f i l l e d o u t a	(T o b e f i l l e d o u t a	(T o b e f i l l e d o u t a

Th in k a b o u t w h a t y o u n e e d t o 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	f t e r t h e l e s s o n) R e f l e c t i o n P r o m p t : D i d t h e l e a r n e r	f t e r t h e l e s s o n) R e f l e c t i o n P r o m p t : D i d t h e g u i d e d p	f t e r t h e l e s s o n) R e f l e c t i o n P r o m p t : W h i c h p a r t o f t h	f t e r t h e l e s s o n) R e f l e c t i o n P r o m p t : H o w e l d i d t h	f t e r t h e l e s s o n) R e f l e c t i o n P r o m p t : W h a t p e r c e n t a g
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o n w h a t h a p p e n e d t o d a y .	s e a s i l y g r a s p t h e c o r e c o n c e p t i n t r o d u c e d t o d a y ?	r a c t i c e f f e c t i v e l o y t r a n s l a t e d i n t o d i u d e n t s t e s u c	e c o l l a b o r a t i v e t a s k c h a l l e n g e d t h e s t u d e n t s t h e m o s	f o r m a t i v e a s s e s m e n t r e f l e c t i o n u n d e r s t a n d i n g o f j e c t i v	e o f t h e c l a s s r e a c h e d p r o f i c i e n c y b y t h e e n d o f t h e w e
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		c e s s ?	t ?	e s ?	k ?
Prepared by:		Checked by:			
Dependable Teacher		Juan Delacruz Principal / Head			