Republic of the Philippines

**Department of Education**

Region V (Bicol)

DIVISION OF CATANDUANES

Virac, Catanduanes

Lesson Plan in Mathematics 5

WEEK 9

***Lesson 26.1:***

 *Dividing Simple Fractions*

**I – OBJECTIVES:**

 *Divides* simple fractions( M5NS – Ii – 96.1)

 *Write the equation and the solution in finding the quotient of simple fractions*

 *Appreciate the value of sharing*

 *Value Focus: Sharing*

 *Prerequisite skills and concepts:*

* Finding the reciprocal
* Cancellation

*Materials:* Chocolate bar model, number puzzle, flashcards, manila papers,

crayons

*References:* K to 12 Grade 5 Curriculum Guide page 56

 Lesson Guide in Elem. Mathematics 6 pages 270 – 276

 Mathematics in A Challenging World 5. Pages 168 -171

**II – INSTRUCTIONAL PROCEDURE:**

1. ***Preliminary Activities:***
2. *Motivation/Review:*

Treasure Hunting

*FINDING THE RECIPROCAL*

Teacher flashes a card with fractions or numbers and pupils will give its reciprocal which is written on the card pasted around the room. Whoever finds the reciprocal gets also his/her treasure.

1. 1 ½
2. 1 1/7
3. 9
4. 12/4
5. 1/5

What are the skills you applied in finding the reciprocals of the given fractions?

How did you get the reciprocal of the given fractions?

1. ***Developmental Activities:***
2. *Presentation:*

During a remedial class in Math, Mr. Tan divided 3/5 of a big chocolate bar to his pupils. He gave 1/10 each to his pupils. How many pupils attended the remedial class?

* Comprehension Questions

What did Mr. Tan gave his pupils?

 How big was the chocolate bar given to his pupils?

What part of the chocolate was shared to each pupil?

* Value Infusion

If you were Mr. Tan, are you going to share your chocolates to your pupils? Why?

What other things can we share to other people?

Is it good to share what we have to other people? Why? Why not?

* Group Activity

Group A – Solving using a Model

Group B – Solving through Illustration

1. *Processing the Activities:*

Group Reporting

Discussion

 Ask: How many pupils attended the remedial class in Math of Mr. Tan?

 How did you arrive with that answer?

 (through illustration, by using a model)

 Do you want to find the answer to that problem in another way?

 This time we’re going to solve the problem using an equation.

That will be our lesson for today. We are going to find the quotient of simple fractions using an equation.

 Explain to the pupils how to solve the problem using an equation.

 How if the equation involves a mixed number?

How will you look for the quotient?

Do you think we can divide mixed numbers?

(Note: Guide the pupils to arrive with the answer by asking follow up questions)

1. *Reinforcing the Concept and Skill:*

Let the pupils answer this activity.

1. How many glasses of orange juice are in 2 ½ pitchers if each glass is 1/6 of a pitcher?

Note: The teacher will discuss the process of solving the given problem

1. How many ¼ are there in 5 ½?

(Note: Teacher will elicit answers to ensure clarity of idea about dividing simple fractions through questions)

1. *More practice using the new learned techniques:*

Analyze each statement then solve.

1. If you divide 8/12 by ¼ times, what is the result
2. How many halves are there in 2 2/5?
3. *Summarizing the Lesson:*

Guide the pupils to give generalization by asking questions.

How do we divide simple fractions?

To divide a fraction by another fraction or a mixed number, multiple the dividend by the reciprocal of the divisor. Mixed number should be converted to improper fractions before doing division

***Dividing Fractions Using KEEP CHANGE FLIP***



***Flip the second fraction***

***Keep the first fraction the same***

***Change the division sign to multiplication***

1. *Applying to New Other Situations:*

Arrange the quotients in descending order.

1. 1/5 ÷ 2/10  ; 3/15 ÷ 1/5 ; 2/10 ÷ 3/15
2. 2 2/4 ÷ 1/4; 3 ½ ÷ 1/3 ; 4 2/3 ÷ 1/2
3. ***Assessment:***

*I – Divide. Write the quotient in lowest terms if needed.*

1. 7/9  ÷ 2/7 = n 2. 7/15  ÷ 2/3 = n 3. 3 ½ ÷ 1/3 = n

 *II – Solve each problem.*

1. How many pieces of 7/20 metre ribbon can you cut from a ribbon 4 1/5 metre long?
2. There is 4/5 of a whole cake on a plate. One serving is 1/10 of a whole cake. How many servings can be made?
3. ***Home Activity:***
4. *Remediation:*
5. Find the quotient and simplify if needed.
6. 9/12  ÷ 2/3 = n b. 1 3/8 ÷ ¼ = n b. 5/6  ÷ 1/3  = n
7. Solve:

Nicole has 4 3/8 of a chocolate. He divided this equally into 5/8 pieces and give them to her classmates. How many children got part of the chocolate?

1. *Enrichment:*

Analyze and solve.

1. Find the average of 7/8,  9/10, and ¾.
2. Is 2 8/5 ÷ 4/5  greater or less than 3 8/9  ÷ 3/5 ? Why?

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*EPS I– Mathematics*