

CURRICULUM MAP

Real-Life Mathematics 5 (Second Edition)

Dear Teacher,

Greetings from Abiva Publishing House, Inc.!

Thank you for adopting our textbook/s. Your chosen series title comes with functional teachers guide (TG) that provides you with a detailed curriculum map (CM) per grade level. For your reference, we are providing you below some important keys to understanding and using the components, terminologies, and abbreviations found in this teacher's companion tool.

We hope you will find the following CM most helpful in your daily planning and teaching tasks. Do suggest other ways we can make your chosen Abiva textbook/s more attuned to your needs as a teacher. You may send us your comments through our official email address at wecare@abiva.com.ph.

Happy teaching!

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Curriculum Map Components and Content Sources

Key Stage Standards	Taken from the DepEd Curriculum Guide for Mathematics
Grade Level Standards	Taken from the DepEd Curriculum Guide for Mathematics
Content Standards	Taken from the DepEd Curriculum Guide for Mathematics
Performance Standards	Taken from the DepEd Curriculum Guide for Mathematics
Content	Taken from the worktext: <i>Real-Life Mathematics 5 (Second Edition)</i>
K to 12 Learning Competencies (MELCs included)	Taken from the DepEd Curriculum Guide for Mathematics. The Most Essential Learning Competencies (MELCs) mandated by the DepEd are identified to guide teachers as they address the instructional needs of the learners while ensuring that curriculum standards are developed among home-schooling students in the new normal.
21st-Century Skills	Taken from the World Economic Forum, <i>New Vision for Education (2015)</i>
Teaching Strategies/Differentiated Instruction	A variety of author-suggested instructional strategies to help the teacher deliver the lessons at varying levels of difficulty based on the students' learning styles.
Assessment	Assessment tools and strategies categorized as either Formative or Summative
Values Integration	A list of values that are inherent in the subject and developed through lesson discussions and skills exercises. The teacher, however, is encouraged to emphasize values that are aligned with the school's own core values.
Resources	A rundown of suggested instructional materials that may take the form of traditional resources, teacher-made resources, educational software, and other digital learning resources.



LEARNING SKILLS (Competencies): Communication • Collaboration • Critical thinking/problem solving • Creativity
LITERACY SKILLS (Foundation Literacies): Literacy and numeracy • Scientific literacy • ICT literacy • Financial literacy • Cultural literacy • Civic literacy
LIFE SKILLS (Character Qualities): Initiative • Persistence • Adaptability • Curiosity • Leadership • Social and cultural awareness • Career • Work ethics

Key Stage Standards (Grades 4–6)	<p>At the end of grade 6, the learner demonstrates understanding and appreciation of key concepts and skills involving numbers and number sense (whole numbers, number theory, fractions, decimals, ratio and proportion, percent, and integers); measurement (time, speed, perimeter, circumference and area of plane figures, volume and surface area of solid/space figures, temperature and meter reading); geometry (parallel and perpendicular lines, angles, triangles, quadrilaterals, polygons, circles, and solid figures); patterns and algebra (continuous and repeating patterns, number sentences, sequences, and simple equations); statistics and probability (bar graphs, line graphs and pie graphs, simple experiment, and experimental probability) as applied—using appropriate technology—in critical thinking, problem solving, reasoning, and communicating, as well as in making connections, representations, and decisions in real life.</p>
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Grade Level Standards	<p>The learner demonstrates understanding and appreciation of key concepts and skills involving numbers and number sense (whole numbers up to 10 000 000, order of operations, factors and multiples, fractions and decimals including money, ratio and proportion, percent); geometry (polygons, circles, solid figures); patterns and algebra (sequence and number sentences); measurement (time, circumference, area, volume, and temperature); and statistics and probability (tables, line graphs, and experimental probability) as applied—using appropriate technology—in critical thinking, problem solving, reasoning, and communicating, as well as in making connections, representations, and decisions in real life.</p>
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1st Quarter

Chapter 1: Numbers and Number Theory		Time Frame: 12 days	
Content Standards	<p>The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> • whole numbers up to 10 000 000; and • divisibility, order of operations, factors, and multiples. 	Performance Standards	<p>The learner is able to . . .</p> <ul style="list-style-type: none"> • recognize and represent whole numbers up to 10 000 000 in various forms and contexts; and • apply divisibility, order of operations, factors, and multiples in mathematical problems and real-life situations.

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Content	K to 12 Learning Competencies* (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Whole Numbers Through Trillions	M5NS-Ia-1.5 Visualize numbers up to 10 000 000 with emphasis on numbers 100 001 to 10 000 000 M5NS-Ia-9.5 Read and write numbers up to 10 000 000 in symbols and in words	Literacy and Numeracy Learning to read and write numbers with up to 15 digits	Review Reading and identifying place value and value of digits in 12-digit numbers Discussion <ul style="list-style-type: none"> Introducing numbers through trillions using number disks and place value chart Guiding the pupils in reading and writing the numbers in expanded form 	Formative Written exercise	<ul style="list-style-type: none"> Accuracy Patience 	<ul style="list-style-type: none"> number disks for different place values place value chart
LESSON 2 Rounding Off Whole Numbers	M5NS-Ia-15.3 Round numbers to the nearest hundred thousand and million	Literacy and Numeracy Learning to round off numbers up to hundred trillion	Drill and Practice Identifying the place value of digits in numbers with up to 9 digits Review Recalling the rules in rounding off whole numbers Discussion <ul style="list-style-type: none"> Providing examples of numbers to round off 	Formative Written exercise	<ul style="list-style-type: none"> Cooperation Obedience to rules Diligence 	place value chart

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			<ul style="list-style-type: none"> Pointing out that rounded off numbers are easier to remember 			
LESSON 3 Order of Operations	M5NS-Ic-61.2 State, explain, and interpret Parenthesis, Multiplication, Division, Addition, Subtraction (PMDAS) or Grouping, Multiplication, Division, Addition, Subtraction (GMDAS) rule M5NS-Id-62.2 MELC Simplify a series of operations on whole numbers involving more than two operations using the PMDAS or GMDAS rule	Literacy and Numeracy Learning to apply PMDAS rule to simplify series of operations Collaboration Working harmoniously with peers	Drill and Practice Practicing basic facts on the four fundamental operations using flash cards Cooperative Learning Dividing the class into groups of five and having each group answer and present output for the worksheet Discussion <ul style="list-style-type: none"> Processing the activity and leading the pupils to the meaning of PMDAS Explaining how to simplify a series of operations using the rule Having the groups verify their answers 	Formative <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Teamwork Tolerance Accuracy 	<ul style="list-style-type: none"> flash cards PMDAS worksheet
LESSON 4 Factors and the Greatest Common Factor	M5NS-Id-68.2 MELC Find the common factors and the GCF of two to four numbers using continuous division	Literacy and Numeracy Applying previously learned knowledge to find GCF Collaboration Working harmoniously with peers	Drill and Practice Practicing basic multiplication and division facts using window cards Review <ul style="list-style-type: none"> Recalling definition of <i>factors</i> 	Formative <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Sportsmanship Respect for the rights of others 	<ul style="list-style-type: none"> window cards cards containing numbers 1 to 36

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			<ul style="list-style-type: none"> Finding factor pairs for 2-digit numbers <p>Discussion</p> <ul style="list-style-type: none"> Recalling the definition of <i>common factors</i> and defining GCF Having the pupils find GCF of two to three numbers using three different methods <p>Game Finding factors of the numbers 1 to 36</p>			
<p>LESSON 5 Multiples and the Least Common Multiple</p>	<p>M5NS-Id-69.2 MELC Find the common multiples and LCM of two to four numbers using continuous division</p>	<p>Literacy and Numeracy Applying previously learned knowledge to find LCM</p>	<p>Drill and Practice Practicing basic division facts using window cards</p> <p>Review Skip counting by 2s, 3s, 4s, and other numbers</p> <p>Discussion</p> <ul style="list-style-type: none"> Relating skip counting to finding multiples of numbers Leading the pupils to the concept of common multiples and LCM Emphasizing how to use three different 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Accuracy Perseverance 	<p>window cards</p>

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			methods to find the LCM of two to three numbers			
LESSON 6 Divisibility Rules	<p>M5NS-Ib-58.1 MELC Use divisibility rules for 2, 5, and 10 to find the common factors of numbers</p> <p>M5NS-Ib-58.2 MELC Use divisibility rules for 3, 6, and 9 to find common factors</p> <p>M5NS-Ib-58.3 MELC Use divisibility rules for 4, 8, 12, and 11 to find common factors</p> <p>M5NS-Ic-59 MELC Solve routine and nonroutine problems involving factors, multiples, and divisibility rules for 2, 3, 4, 5, 6, 8, 9, 10, 11, and 12</p>	Critical Thinking Learning to apply appropriate divisibility rules to find common factors	<p>Oral Drill Practicing basic division facts using flash cards</p> <p>Discussion</p> <ul style="list-style-type: none"> Emphasizing what division without remainder means Explaining the divisibility rules Having the pupils apply the rules to find common factors of numbers 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Carefulness Diligence Accuracy 	flash cards on division basic facts
LESSON 7 Word Problems on the GCF and LCM of Numbers	M5NS-Ie-70.2 MELC Solve real-life problems involving GCF and LCM	Critical Thinking Learning to analyze the given facts to formulate word problems	<p>Drill and Practice</p> <ul style="list-style-type: none"> Finding common factors and GCF, and common multiples and LCM 	<p>Formative Problem solving</p>	<ul style="list-style-type: none"> Cooperation Respect for others Accuracy Perseverance 	(none)

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	<p>of two to three given numbers</p> <p>M5NS-Ie-71.2 Create problems (with reasonable answers) involving GCF and LCM of two to three given numbers</p> <p>M5NS-Ic-60 Create problems (with reasonable answers) involving factors, multiples, and divisibility rules</p>	<p>Communication Expressing own ideas clearly</p> <p>Problem Solving Applying the steps in solving word problems</p> <p>Collaboration Working harmoniously with peers</p>	<p>of given sets of numbers</p> <ul style="list-style-type: none"> Applying divisibility rules <p>Cooperative Learning</p> <ul style="list-style-type: none"> Dividing the class into groups of four and having each group solve a problem and present the solution Processing the groups' output 	<p>Summative</p> <ul style="list-style-type: none"> Written exercise Problem solving Performance Task 		
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*Boldfaced text in some competencies mean that only those parts are developed in that particular lesson. The rest are developed in the next or other lessons in the chapter/book. Italicized text under *DepEd K to 12 Learning Competencies* are add-on competencies.

Chapter 2: Operations on Fractions		Time Frame: 32 days	
Content Standard	The learner demonstrates understanding of the four fundamental operations involving fractions.	Performance Standard	The learner is able to apply the four fundamental operations involving fractions in mathematical problems and real-life situations.

Content	K to 12 Learning Competencies* (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Adding Whole Numbers, Fractions, and Mixed Numbers	M5NS-Ie-84 MELC Add whole numbers, fractions, and mixed fractions without and with regrouping	Literacy and Numeracy Learning to add whole numbers, fractions, and mixed fractions without regrouping	Drill and Practice Adding whole numbers and fractions using flash cards	Formative <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Value of sharing Teamwork 	<ul style="list-style-type: none"> flash cards strips of paper

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		<p>Collaboration Working harmoniously with peers</p>	<p>Concrete-Pictorial-Abstract</p> <ul style="list-style-type: none"> • Having the pupils add whole numbers and mixed fractions using concrete and pictorial models • Pointing out that addition can also be done without illustrations 			
<p>LESSON 2 Adding Mixed Numbers and Fractions</p>	<p>M5NS-Ie-84 MELC Add whole numbers, fractions and mixed fractions without and with regrouping</p>	<p>Creativity Learning to use concrete and pictorial models to represent fractions</p> <p>Literacy and Numeracy Learning to add fractions and mixed fractions with regrouping</p>	<p>Drill and Practice Adding whole numbers and mixed fractions</p> <p>Review Reducing fractions to lowest terms</p> <p>Guided Learning</p> <ul style="list-style-type: none"> • Leading the pupils to solve a word problem using a number line then an algorithm • Having them solve other examples using concrete and pictorial models • Emphasizing when to rename and regroup 	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Problem solving 	<ul style="list-style-type: none"> • Accuracy • Patience 	<ul style="list-style-type: none"> • pocket chart • regions for pictorial modeling
<p>LESSON 3 Subtracting Whole Numbers from Mixed Numbers</p>	<p><i>Subtract whole numbers from mixed fractions</i></p>	<p>Creativity Learning to use concrete and pictorial models to represent fractions</p>	<p>Drill and Practice Practicing basic subtraction facts using window cards</p>	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share • Problem solving 	<ul style="list-style-type: none"> • Teamwork • Value of sharing 	<ul style="list-style-type: none"> • magnetic board • number line • window cards

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		<p>Literacy and Numeracy Learning to subtract whole numbers from mixed fractions</p> <p>Collaboration Working harmoniously with peers</p>	<p>Review Adding whole numbers and mixed fractions</p> <p>Guided Learning</p> <ul style="list-style-type: none"> Leading the pupils to solve for the answer to a word problem using a number line then by computation Pointing out that the same answer is obtained in both methods Providing other examples and having the pupils solve using concrete and pictorial models 			
<p>LESSON 4 Subtracting Fractions and Mixed Numbers from Whole Numbers</p>	<p>M5NS-If-85 MELC Subtract fractions and mixed fractions without and with regrouping</p>	<p>Creativity Learning to use pictorial models to represent fractions</p> <p>Critical Thinking Learning to rename whole numbers in order to do subtraction</p> <p>Literacy and Numeracy Learning to subtract fractions and mixed</p>	<p>Drill and Practice Practicing basic subtraction facts using flash cards</p> <p>Review Subtracting whole numbers from mixed fractions</p> <p>Think-Pair-Share</p> <ul style="list-style-type: none"> Having the pupils work with a partner and solve for the answer to a given 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Accuracy Fairness Valuing others 	<ul style="list-style-type: none"> flash cards circular cutouts

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		fractions from whole numbers Collaboration Working harmoniously with peers	problem using circular cutouts <ul style="list-style-type: none"> Processing the pupils' output and leading them to the topic at hand Providing more examples 			
LESSON 5 Subtracting Fractions and Mixed Numbers from Mixed Numbers	M5NS-If-85 MELC Subtract fractions and mixed fractions without and with regrouping	Creativity Learning to use concrete and pictorial models to represent fractions Critical Thinking Learning when and how to rename or regroup in subtraction Literacy and Numeracy Learning to subtract fractions and mixed fractions from mixed fractions	Drill and Practice Subtracting similar mixed numbers Guided Discovery <ul style="list-style-type: none"> Showing how to subtract mixed fractions using paper strips Guiding the pupils to write a number sentence for the illustration Leading the pupils to solve for the answer by doing the algorithm Providing more examples 	Formative <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Accuracy Persistence Patience 	<ul style="list-style-type: none"> paper strips crayons
LESSON 6 Word Problems on Addition of Fractions	M5NS-If-87.2 MELC Solve routine and nonroutine problems involving addition of fractions using appropriate problem-solving strategies and tools	Problem Solving Learning to follow the steps in solving word problems Collaboration Learning to share one's knowledge with others	Review Adding fractions and mixed fractions Guided Learning <ul style="list-style-type: none"> Solving for the answer to the presented problem 	Formative <ul style="list-style-type: none"> Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Having good study habits Teamwork Respect for others 	problems printed on pieces of cartolina

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			<p>cooperatively with the pupils</p> <ul style="list-style-type: none"> • Having the pupils identify other strategies that can be used • Giving more examples 			
<p>LESSON 7 Word Problems on Subtraction of Fractions</p>	<p>M5NS-If-87.2 MELC Solve routine and nonroutine problems involving subtraction of fractions using appropriate problem-solving strategies and tools</p>	<p>Problem Solving Learning to follow the steps in solving word problems</p> <p>Collaboration Learning to share one's knowledge with others</p>	<p>Oral Drill Practicing basic subtraction facts</p> <p>Review Subtracting fractions and mixed fractions</p> <p>Guided Learning</p> <ul style="list-style-type: none"> • Leading the pupils to solve a word problem • Guiding the pupils to draw pictures to represent the given in a problem • Pointing out the importance of stating the complete answer • Providing more examples and having the pupils use other strategies 	<p>Formative</p> <ul style="list-style-type: none"> • Think-Pair-Share • Problem solving 	<ul style="list-style-type: none"> • Value of sharing • Cooperation • Tolerance • Accuracy 	<p>problems printed pieces of cartolina</p>
<p>LESSON 8 Two-Step Word Problems on Fractions</p>	<p>M5NS-If-87.2 MELC Solve routine and nonroutine problems</p>	<p>Critical Thinking Learning to analyze the given facts to formulate</p>	<p>Drill and Practice Solving number sentences involving</p>	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Problem solving 	<ul style="list-style-type: none"> • Accuracy • Perseverance 	<p>coloring materials (for the diagram)</p>

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	<p>involving addition and/or subtraction of fractions using appropriate problem-solving strategies and tools</p> <p>M5NS-If-88.2 Create problems (with reasonable answers) involving addition and/or subtraction of fractions using appropriate problem-solving strategies</p>	<p>one- and two-step word problems</p> <p>Communication Expressing own ideas clearly</p> <p>Problem Solving Applying the steps in solving word problems</p>	<p>addition and subtraction of whole numbers</p> <p>Review Recalling how to solve two-step number sentences involving addition and subtraction of fractions</p> <p>Guided Learning</p> <ul style="list-style-type: none"> • Leading the pupils to solve the presented problem using the four-step plan • Showing how to use a diagram to represent the problem • Emphasizing the importance of checking the obtained value/s before writing the final answer • Having the pupils create and solve more word problems 			
<p>LESSON 9 Multiplying Fractions</p>	<p>M5NS-Ig-89 Visualize multiplication of fractions using models</p>	<p>Creativity Learning to use pictorial models to represent fractions</p>	<p>Drill and Practice Practicing basic multiplication facts using the improvised function machine</p>	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share • Problem solving 	<ul style="list-style-type: none"> • Speed and accuracy • Patience 	<ul style="list-style-type: none"> • improvised function machine • number cards • pocket charts • rectangular regions

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	M5NS-Ig-90.1 MELC Multiply fraction and another fraction	Literacy and Numeracy Learning to multiply fractions	Review Reducing fractions to lowest terms Guided Discovery <ul style="list-style-type: none"> Showing how to use rectangular regions to multiply fractions Demonstrating how to obtain the product by computation Providing more examples 			
LESSON 10 Multiplying Fractions by Whole Numbers	M5NS-Ig-89 Visualize multiplication of fractions using models M5NS-Ig-90.1 MELC Multiply a fraction and a whole number	Creativity Learning to use pictorial models to represent fractions Literacy and Numeracy Learning to multiply fractions and whole numbers Collaboration Working harmoniously with peers	Drill and Practice Practicing basic multiplication facts using multiplication grid Review Multiplying fractions Guided Learning <ul style="list-style-type: none"> Illustrating how to solve for the answer to a word problem using paper strips then by computation Explaining that properties of multiplication can be applied to fractions Providing other examples 	Formative <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Teamwork Cooperation Valuing others 	<ul style="list-style-type: none"> multiplication grid paper strips magnetic board
LESSON 11 Multiplying Mixed Numbers by Fractions and Mixed Numbers	<i>Multiply a mixed number by a fraction and a mixed number</i>	Creativity Learning to use pictorial models to represent fractions	Drill and Practice Practicing basic multiplication facts using multiplication grid	Formative <ul style="list-style-type: none"> Written exercise Group work Problem solving 	<ul style="list-style-type: none"> Cooperation Value of sharing Perseverance 	<ul style="list-style-type: none"> multiplication grid pictorial models pocket chart

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		<p>Literacy and Numeracy Learning to multiply mixed numbers and fractions</p> <p>Collaboration Working harmoniously with peers</p>	<p>Review Renaming mixed numbers as improper fractions and multiplying fractions</p> <p>Guided Learning</p> <ul style="list-style-type: none"> • Leading the pupils to come up with a number sentence for the presented word problem • Showing how to use circular cutouts to solve for the answer • Guiding the pupils to obtain the product using multiplication algorithm • Pointing out to use cancelation whenever possible • Providing more examples 			
<p>LESSON 12 Finding Products of Proper Fractions Mentally</p>	<p>M5NS-Ig-91 MELC Multiply mentally proper fractions with denominators up to 10</p>	<p>Literacy and Numeracy Applying previously learned knowledge to find products mentally</p>	<p>Drill and Practice Practicing basic multiplication facts using flash cards</p> <p>Review Multiplying fractions</p> <p>Discussion</p> <ul style="list-style-type: none"> • Having the pupils find products mentally and give answers orally 	<p>Formative</p> <ul style="list-style-type: none"> • Oral and written exercises • Problem solving 	Speed and accuracy	flash cards

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			<ul style="list-style-type: none"> Pointing out that mastery of basic multiplication facts helps in mental calculation 			
LESSON 13 One-Step Word Problems on Multiplication of Fractions	M5NS-Ih-92.1 MELC Solve routine or nonroutine problems involving multiplication of fractions and whole numbers using appropriate problem-solving strategies and tool	Problem Solving Learning to follow the 4-step plan in solving word problems Creativity Learning to use pictorial models to represent fractions	Drill and Practice Practicing basic multiplication facts using flash cards Review Multiplying fractions, whole numbers, and mixed numbers Guided Learning <ul style="list-style-type: none"> Working out the solution to a word problem with the class while asking comprehension questions Emphasizing the importance of stating the complete answer 	Formative Problem solving	<ul style="list-style-type: none"> Accuracy Patience 	flash cards
LESSON 14 Two- to Three-Step Word Problems on Multiplication of Fractions	M5NS-Ih-92.1 MELC Solve routine or nonroutine problems involving multiplication with addition or subtraction of fractions and whole numbers using appropriate problem-solving strategies and tools	Critical Thinking Learning to analyze the given facts to formulate word problems Communication Expressing own ideas clearly	Oral Drill Multiplying fractions using flash cards Guided Learning <ul style="list-style-type: none"> Leading the pupils to solve the presented problem using the four-step plan Guiding the pupils in drawing a diagram 	Formative <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Creativity and innovativeness Cooperation 	<ul style="list-style-type: none"> flash cards problems printed on pieces of cartolina

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	<p>M5NS-Ih-93.1 Create problems (with reasonable answers) involving multiplication of fractions</p>	<p>Problem Solving Applying the four-step plan in solving word problems</p> <p>Collaboration Learning to share one's knowledge with others</p>	<p>and writing a number sentence</p> <ul style="list-style-type: none"> • Giving other examples and having them work in pairs • Illustrating how to create word problems using given values 			
<p>LESSON 15 Dividing Fractions, Whole Numbers, and Mixed Numbers</p>	<p>M5NS-Ih-94 MELC Show that multiplying a fraction by its reciprocal is equal to 1</p> <p>M5NS-li-95 MELC Visualize division of fractions</p> <p>M5NS-li-96.1 MELC Divide (a) simple fractions and (b) whole numbers by a fraction and vice versa</p>	<p>Creativity Learning to use pictorial models to represent fractions</p> <p>Literacy and Numeracy Learning to divide fractions, whole numbers, and mixed numbers</p> <p>Collaboration Working harmoniously with peers</p>	<p>Oral Drill Practicing basic division facts using flash cards</p> <p>Guided Discovery</p> <ul style="list-style-type: none"> • Illustrating how to divide fractions and whole numbers using pictorial models • Introducing the term <i>reciprocal</i> • Leading the pupils to obtain quotients without using illustrations • Providing other examples involving mixed numbers 	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share • Problem solving 	<ul style="list-style-type: none"> • Fairness • Cooperation • Carefulness 	<ul style="list-style-type: none"> • flash cards • number line • rectangular pieces of paper
<p>LESSON 16 Word Problems on Division of Fractions</p>	<p>M5NS-Ij-97.1 MELC Solve routine or nonroutine problems involving division without or with any of the other operations of</p>	<p>Critical Thinking Learning to analyze the given facts to formulate word problems</p>	<p>Drill and Practice Practicing basic multiplication and division facts using flash cards</p>	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Problem solving <p>Summative</p> <ul style="list-style-type: none"> • Written exercise • Problem Solving 	<ul style="list-style-type: none"> • Accuracy • Perseverance 	<ul style="list-style-type: none"> • flash cards • rectangular region showing 9/10

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	<p>fractions and whole numbers using appropriate problem-solving strategies and tools</p> <p>M5NS-Ij-98.1 Create problems (with reasonable answers) involving division without or with any of the other operations of fractions and whole numbers</p>	<p>Communication Expressing own ideas clearly</p> <p>Problem Solving Applying the four-step plan in solving word problems</p>	<p>Review Dividing whole numbers by fractions and vice versa</p> <p>Guided Learning</p> <ul style="list-style-type: none"> • Solving a word problem cooperatively with the class • Asking comprehension questions to have the pupils analyze the problem • Giving other problems and having them solve using the four-step plan <p>Discussion</p> <ul style="list-style-type: none"> • Recalling the pointers in creating word problems • Having the pupils create word problems using given values 	<ul style="list-style-type: none"> • Performance Task 		
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*Boldfaced text in some competencies mean that only those parts are developed in that particular lesson. The rest are developed in the next or other lessons in the chapter/book. Italicized text under *DepEd K to 12 Learning Competencies* are add-on competencies.

2nd Quarter

Chapter 3: Decimals		Time Frame: 38 days	
Content Standards	The learner demonstrates understanding of . . . <ul style="list-style-type: none"> decimals; and the four fundamental operations involving decimals. 	Performance Standards	The learner is able to . . . <ul style="list-style-type: none"> recognize and represent decimals in various forms and contexts; and apply the four fundamental operations involving decimals in mathematical problems and real-life situations.

Content	K to 12 Learning Competencies* (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Decimals Through Ten Thousandths	M5NS-IIa-101.2 MELC Give the place value and the value of a digit of a given decimal number through ten thousandths	<p>Creativity Learning to represent decimal using models</p> <p>Literacy and Numeracy Learning to understand the concept of decimals</p>	<p>Drill and Practice Giving the place value and value of each digit in whole numbers</p> <p>Guided Discovery</p> <ul style="list-style-type: none"> Leading the pupils to visualize decimals with up to four decimal places using manipulatives and pictorial models Explaining the place value and value of each digit using place value chart Having the pupils work on several examples 	Formative Written exercises	<ul style="list-style-type: none"> Accuracy Determination 	<ul style="list-style-type: none"> colored pieces of paper number disks place value chart pieces of cardboard showing decimals

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<p>LESSON 2 Reading and Writing Decimals</p>	<p>M5NS-IIa-102.2 MELC Read and write decimal numbers through ten thousandths</p>	<p>Literacy and Numeracy Learning to read and write decimals through ten thousandths</p>	<p>Oral Drill Reading fractions with denominators that are powers of 10</p> <p>Review Reading and writing decimals through hundredths</p> <p>Discussion</p> <ul style="list-style-type: none"> • Illustrating how to write a decimal number in fraction form • Pointing out that this helps in reading a decimal number correctly • Providing more examples on reading and writing decimals 	<p>Formative Oral and written exercises</p>	<ul style="list-style-type: none"> • Accuracy • Perseverance 	<p>(none)</p>
<p>LESSON 3 Rounding Off Decimals</p>	<p>M5NS-IIa-103.2 MELC Round decimal numbers to the nearest hundredth and thousandth</p>	<p>Literacy and Numeracy Learning to round off decimals</p>	<p>Drill and Practice Identifying the place value of digits in decimal numbers</p> <p>Review Rounding off whole numbers</p> <p>Discussion</p> <ul style="list-style-type: none"> • Pointing out that the rules in rounding off whole numbers can be applied in 	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share • Problem solving 	<ul style="list-style-type: none"> • Teamwork • Valuing others • Accuracy 	<p>number line</p>

CURRICULUM MAP

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			rounding off decimals <ul style="list-style-type: none"> • Illustrating how to round off decimals using a number line • Providing more examples 			
LESSON 4 Comparing and Ordering Decimals	M5NS-IIb-104.2 MELC Compare and arrange decimal numbers	Literacy and Numeracy Learning to compare and order decimals Collaboration Working harmoniously with peers	Review Writing fractions as decimals Guided Learning <ul style="list-style-type: none"> • Showing how to compare decimals with and without illustrations • Giving several examples Cooperative Learning Forming groups with three members and having each group arrange decimals in increasing and decreasing order	Formative <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share • Problem solving 	<ul style="list-style-type: none"> • Equality and fairness • Respect for others 	decimal number cards
LESSON 5 Adding and Subtracting Decimals	M5NS-IIb-106.1 MELC Add and subtract decimal numbers through thousandths without and with regrouping	Literacy and Numeracy Learning to add and subtract decimals Collaboration Learning to share one's knowledge with others	Drill and Practice Practicing basic addition and subtraction facts using flash cards Explicit Instruction <ul style="list-style-type: none"> • Guiding the pupils in adding and subtracting decimals • Pointing out how to write numbers in columns properly 	Formative <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share • Problem solving 	<ul style="list-style-type: none"> • Teamwork • Value of sharing 	flash cards

CURRICULUM MAP

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			<ul style="list-style-type: none"> Giving several examples 			
LESSON 6 Adding and Subtracting Mixed Decimals	<i>Add and subtract mixed decimal numbers through thousandths without and with regrouping</i>	Literacy and Numeracy Learning to add and subtract mixed decimals Communication Expressing own ideas clearly Collaboration Learning to share one's knowledge with others	Drill and Practice Adding and subtracting whole numbers with regrouping Review Adding and subtracting decimals through thousandths without or with regrouping Explicit Instruction <ul style="list-style-type: none"> Guiding the pupils in adding and subtracting mixed decimals using place value chart Explaining when to rename and regroup Providing several examples and having the pupils solve using short form 	Formative <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Respect for others Accuracy 	place value chart (whole numbers and decimals)
LESSON 7 Adding and Subtracting Mixed Decimals and Whole Numbers	<i>Add and subtract mixed decimals and whole numbers through thousandths without and with regrouping</i>	Literacy and Numeracy Learning to add and subtract whole numbers and mixed decimals	Drill and Practice Adding and subtracting decimals without or with regrouping Explicit Instruction <ul style="list-style-type: none"> Leading the pupils in adding and 	Formative <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Listening while somebody is talking Waiting for one's turn Accuracy Patience 	(none)

CURRICULUM MAP

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		<p>Communication Expressing own ideas clearly</p>	<p>subtracting whole numbers and mixed decimals</p> <ul style="list-style-type: none"> Pointing out the importance of locating the decimal point in whole numbers Giving several examples 			
<p>LESSON 8 Estimating Sums and Differences of Decimals</p>	<p>M5NS-IIc-107 Estimate the sum or difference of decimal numbers with reasonable results</p>	<p>Literacy and Numeracy Learning to estimate sum and difference of decimals</p> <p>Financial Literacy Learning to spend money wisely</p> <p>Collaboration Working harmoniously with peers</p>	<p>Drill and Practice Adding and subtracting whole numbers</p> <p>Review Rounding off decimals using number cards</p> <p>Explicit Instruction</p> <ul style="list-style-type: none"> Guiding the pupils in estimating the sum and difference of decimals Pointing out that rounding off is done first when estimating Providing several examples 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Making wise decision especially if money is involved Teamwork Accuracy 	<p>number cards</p>
<p>LESSON 9 One-Step Word Problems on Addition and Subtraction of Decimals</p>	<p>M5NS-IIc-108.1 MELC Solve routine or nonroutine problems involving addition or subtraction of decimal numbers including money using appropriate problem-</p>	<p>Problem Solving Applying the four-step plan in solving word problems</p> <p>Collaboration Learning to share one's knowledge with others</p>	<p>Oral Drill Practicing basic addition and subtraction facts using flash cards</p> <p>Review Adding and subtracting decimals</p>	<p>Formative</p> <ul style="list-style-type: none"> Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Active participation Respect for others 	<ul style="list-style-type: none"> flash cards word problems printed on cartolina or manila paper

CURRICULUM MAP

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	solving strategies and tools		<p>Discussion</p> <ul style="list-style-type: none"> • Having the pupils solve word problems using the four-step plan • Leading the pupils to ask questions relevant to finding the right answer 			
<p>LESSON 10 Two-Step Word Problems on Addition and Subtraction of Decimals</p>	<p>M5NS-IIc-108.1 MELC Solve routine or nonroutine problems involving addition and subtraction of decimal numbers including money using appropriate problem-solving strategies and tools</p> <p>M5NS-IIc-109.1 Create problems (with reasonable answers) involving addition and/or subtraction of decimal numbers including money</p>	<p>Critical Thinking Learning to use one's experiences in formulating word problems</p> <p>Communication Expressing own ideas clearly</p> <p>Problem Solving Applying the four-step plan in solving word problems</p>	<p>Review</p> <ul style="list-style-type: none"> • Solving number sentences involving addition and subtraction of decimals • Recalling the steps in solving one-step word problems <p>Discussion</p> <ul style="list-style-type: none"> • Guiding the pupils in solving a two-step word problem using the four-step plan • Leading the pupils to solve for the answer to the hidden question first • Providing more examples • Having the pupils create word problems based on their own experiences involving decimals 	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Problem solving 	<ul style="list-style-type: none"> • Value of sharing • Thoughtfulness 	chart containing steps in solving one-step word problems

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<p>LESSON 11 Multiplying Tenths by Tenths</p>	<p>M5NS-IId-110 Visualize multiplication of decimal numbers using pictorial models</p> <p>M5NS-IId-111.2 MELC Multiply decimals with factors up to two decimal places</p>	<p>Literacy and Numeracy Learning to multiply decimals in tenths</p> <p>Collaboration Working harmoniously with peers</p>	<p>Drill or Game Finding factor pairs for given products</p> <p>Review Renaming fractions with denominators of 10 and 100 as decimals</p> <p>Guided Learning</p> <ul style="list-style-type: none"> • Recalling how to multiply fractions with denominators of 10 and pointing out how this helps in multiplying decimals in tenths • Using pictorial model to solve a problem 	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share • Problem solving 	<ul style="list-style-type: none"> • Sportsmanship • Cooperation • Accuracy 	<p>(none)</p>
<p>LESSON 12 Multiplying Hundredths by Tenths</p>	<p>M5NS-IId-111.2 MELC Multiply decimals with factors up to two decimal places</p>	<p>Literacy and Numeracy Learning to multiply hundredths by tenths</p> <p>Collaboration Learning to share one's knowledge with others</p>	<p>Drill and Practice Practicing basic multiplication facts using flash cards</p> <p>Review Multiplying tenths by tenths</p> <p>Explicit Instruction</p> <ul style="list-style-type: none"> • Guiding the pupils in multiplying hundredths by tenths • Pointing out the correct number of decimal places in the product 	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share • Problem solving 	<ul style="list-style-type: none"> • Accuracy • Teamwork • Perseverance 	<p>flash cards</p>

CURRICULUM MAP

Real-Life Mathematics 5 (Second Edition)

			<ul style="list-style-type: none"> Giving several examples 			
LESSON 13 Multiplying Decimals and Mixed Decimals by Whole Numbers	M5NS-II-d-111.1 MELC Multiply decimals up to two decimal places by one- to two-digit whole numbers	Literacy and Numeracy Learning to multiply decimals and mixed decimals by whole numbers Collaboration Learning to share one's knowledge with others	Drill and Practice Multiplying whole numbers Review Multiplying hundredths by tenths Explicit Instruction <ul style="list-style-type: none"> Showing how to use number line in multiplying a mixed decimal by a whole number Having the pupils study other examples that use computation Explaining the correct number of decimal places in the product Providing more examples 	Formative <ul style="list-style-type: none"> Oral and written exercises Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Valuing others Teamwork Patience Accuracy 	number line
LESSON 14 Multiplying Decimals by Multiples of 10 and 100	<i>Multiply decimals by multiples of 10 and 100</i>	Literacy and Numeracy Learning to multiply decimals by multiples of 10 and 100 Collaboration Learning to share one's knowledge with others	Drill and Practice Multiplying decimals by 10, 100, and 1000 using flash cards Guided Discovery <ul style="list-style-type: none"> Discussing several examples of multiplying decimals by multiples of 10 and 100 	Formative <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Speed and accuracy Cooperation 	flash cards

CURRICULUM MAP

Real-Life Mathematics 5 (Second Edition)

			<ul style="list-style-type: none"> • Having the pupils observe the pattern • Leading the pupils to discover the short form of multiplying • Giving other examples 			
LESSON 15 Multiplying Mixed Decimals	M5NS-II-d-111.2 MELC Multiply decimals with factors up to two decimal places	Literacy and Numeracy Learning to multiply mixed decimals Collaboration Learning to share one's knowledge with others	Drill and Practice Practicing basic multiplication facts using window cards Review Multiplying decimals with tenths and hundredths Guided Learning <ul style="list-style-type: none"> • Solving a word problem cooperatively with the class • Asking comprehension questions to have the pupils analyze the problem • Giving other examples involving multiplication of mixed decimals • Emphasizing how to determine the correct number of decimal places in the product 	Formative <ul style="list-style-type: none"> • Oral and written exercises • Think-Pair-Share • Problem solving 	<ul style="list-style-type: none"> • Valuing one's health • Discipline • Accuracy • Teamwork 	window cards

CURRICULUM MAP

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<p>LESSON 16 Estimating Products of Decimals</p>	<p>M5NS-Ile-112 MELC Estimate the products of decimal numbers with reasonable results</p>	<p>Literacy and Numeracy Learning to estimate products of decimals</p> <p>Collaboration Learning to share one's knowledge with others</p>	<p>Drill and Practice Rounding off decimals using number cards</p> <p>Explicit Instruction</p> <ul style="list-style-type: none"> • Guiding the pupils in estimating products of decimals • Having the pupils determine the actual product to check reasonableness of estimates • Giving more examples 	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share • Problem solving 	<ul style="list-style-type: none"> • Speed and accuracy • Cooperation • Patience 	<p>decimal number cards</p>
<p>LESSON 17 One-Step Word Problems on Multiplication of Decimals</p>	<p>M5NS-Ile-113.1 MELC Solve routine and nonroutine problems involving multiplication of decimals and whole numbers including money using appropriate problem-solving strategies and tool</p>	<p>Problem Solving Applying the four-step plan in solving word problems</p> <p>Collaboration Learning to share one's knowledge with others</p>	<p>Drill and Practice Practicing basic multiplication facts using flash cards</p> <p>Review Multiplying decimals</p> <p>Discussion</p> <ul style="list-style-type: none"> • Showing how to solve a word problem using the four-step plan • Asking comprehension questions to have the pupils understand the problem • Pointing out how to use a diagram to check the answer 	<p>Formative</p> <ul style="list-style-type: none"> • Think-Pair-Share • Problem solving 	<ul style="list-style-type: none"> • Love for work • Cooperation • Active participation 	<p>flash cards</p>

CURRICULUM MAP

Real-Life Mathematics 5 (Second Edition)

			<ul style="list-style-type: none"> • Providing more examples for pupils to solve 			
LESSON 18 Two- to Three-Step Word Problems on Multiplication of Decimals	M5NS-IIe-113.1 MELC Solve routine and nonroutine problems involving multiplication with addition and/or subtraction of decimals and whole numbers including money using appropriate problem-solving strategies and tools	Problem Solving Applying the four-step plan in solving word problems Collaboration Working harmoniously with peers	Drill and Practice Solving two-step number sentences involving multiplication and addition or subtraction of decimals Discussion <ul style="list-style-type: none"> • Illustrating how to solve a two-step word problem • Asking comprehension questions to have the pupils understand the problem • Having some pupils show their solution on the board • Leading the pupils to work backward to check the accuracy of the answer • Giving more examples 	Formative <ul style="list-style-type: none"> • Think-Pair-Share • Problem solving 	<ul style="list-style-type: none"> • Cooperation • Active participation • Accuracy • Persistence 	cards with number sentences printed on them
LESSON 19 Dividing Decimals by Whole Numbers	M5NS-IIf-115 Visualize division of decimal numbers using pictorial models <i>Divide decimals by whole numbers</i>	Literacy and Numeracy Learning to divide decimals by whole numbers	Drill and Practice Practicing basic division facts using window cards Review Dividing whole numbers	Formative <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share • Problem solving 	<ul style="list-style-type: none"> • Respect for others • Fairness 	<ul style="list-style-type: none"> • window cards • number line

CURRICULUM MAP

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		<p>Collaboration Learning to share one's knowledge with others</p>	<p>Guided Learning</p> <ul style="list-style-type: none"> Working out the solution to a word problem cooperatively with the class Leading the pupils to analyze and visualize the problem Having the pupils study other examples of dividing decimals by whole numbers 			
<p>LESSON 20 Dividing Decimals with Values Up to Hundredths</p>	<p>M5NS-II-f-116.1 MELC Divide decimals with up to two decimal places</p>	<p>Literacy and Numeracy Learning to divide decimals and mixed decimals</p> <p>Collaboration Learning to share one's knowledge with others</p>	<p>Drill and Practice Practicing basic division facts using flash cards</p> <p>Review</p> <ul style="list-style-type: none"> Multiplying by powers of 10 Dividing decimals by whole numbers <p>Explicit Instruction</p> <ul style="list-style-type: none"> Having the pupils study the steps in dividing decimals and mixed decimals Emphasizing the need to make the divisor a whole number first and pointing out how this affects the dividend Providing more examples 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share 	<ul style="list-style-type: none"> Precision and accuracy Teamwork 	<p>flash cards</p>

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<p>LESSON 21 Dividing Decimals by 10 and 100</p>	<p><i>Divide decimals by 10 and 100</i></p>	<p>Literacy and Numeracy Learning to divide decimals by 10 and 100</p> <p>Collaboration Learning to share one's knowledge with others</p>	<p>Practice and Drill Dividing whole numbers by 10 and 100</p> <p>Explicit Instruction</p> <ul style="list-style-type: none"> • Discussing how to divide decimals by 10 and 100 • Leading the pupils to the short way of dividing • Giving several examples 	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share • Problem solving 	<ul style="list-style-type: none"> • Speed and accuracy • Cooperation 	<p>flash cards</p>
<p>LESSON 22 Estimating Quotients of Decimals</p>	<p>M5NS-IIg-117 Estimate the quotients of decimal numbers with reasonable results</p>	<p>Literacy and Numeracy Learning to estimate quotients of decimals</p> <p>Critical Thinking Learning to make use of compatible numbers to make estimation easy</p> <p>Collaboration Working harmoniously with peers</p>	<p>Review Rounding off numbers</p> <p>Drill and Practice</p> <ul style="list-style-type: none"> • Dividing whole numbers with continuous zeros both in the dividend and divisor • Finding GCF and LCM, and applying divisibility rules <p>Discussion</p> <ul style="list-style-type: none"> • Introducing the term <i>compatible numbers</i> • Showing how to estimate quotients of decimals using compatible numbers • Emphasizing the importance of checking the reasonableness of the result 	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Problem solving 	<ul style="list-style-type: none"> • Cooperation • Patience • Accuracy 	<p>strips of cartolina with division sentences printed on them</p>

CURRICULUM MAP

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			<p>Cooperative Learning Grouping the pupils into three and having each group solve problems</p>			
<p>LESSON 23 Word Problems on Division of Decimals</p>	<p>M5NS-IIg-120.1 MELC Solve routine and nonroutine problems involving division without or with any of the other operations of decimals and whole numbers including money using appropriate problem-solving strategies and tools</p> <p>M5NS-IIg-121.1 Create problems (with reasonable answers) involving multiplication and/or division without or with any of the other operations of decimals and whole numbers including money</p>	<p>Critical Thinking Learning to use one's experiences in formulating word problems</p> <p>Communication Expressing own ideas clearly</p> <p>Problem Solving Applying the four-step plan in solving word problems</p> <p>Collaboration Learning to share one's knowledge with others</p>	<p>Drill and Practice Solving two-step number sentences</p> <p>Discussion</p> <ul style="list-style-type: none"> Leading the pupils to solve a word problem and encouraging them to check the final answer Recalling the steps in creating word problems Having the pupils work in pairs in solving and creating word problems 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving <p>Summative</p> <ul style="list-style-type: none"> Written exercise Problem solving Performance Task 	<ul style="list-style-type: none"> Cooperation Perseverance Discipline Accuracy 	<p>cards with number sentences printed on them</p>

*Boldfaced text in some competencies mean that only those parts are developed in that particular lesson. The rest are developed in the next or other lessons in the chapter/book. Italicized text under *DepEd K to 12 Learning Competencies* are add-on competencies.

CURRICULUM MAP

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Chapter 4: Ratio, Proportion, and Percent		Time Frame: 13 days	
Content Standards	The learner demonstrates understanding of . . . <ul style="list-style-type: none"> • the four fundamental operations involving ratio and proportion; and • percentage. 	Performance Standards	The learner is able to . . . <ul style="list-style-type: none"> • apply the four fundamental operations involving ratio and proportion in mathematical problems and real-life situations; and • apply percentage in mathematical problems and real-life situations.

Content	K to 12 Learning Competencies* (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Ratio	<p>M5NS-IIIh-122 MELC Visualize the ratio of two given numbers</p> <p>M5NS-IIIh-123 Express ratio using either the colon (:) or fraction</p> <p>M5NS-IIIi-124 MELC Identify and write equivalent ratios</p> <p>M5NS-IIIi-125 MELC Express ratios in their simplest forms</p> <p>M5NS-IIIi-126 MELC Find the missing term in a pair of equivalent</p>	<p>Collaboration Working harmoniously with peers</p> <p>Critical Thinking Learning to represent ratios using manipulatives</p> <p>Literacy and Numeracy Learning to understand the concept of ratio</p>	<p>Oral Drill Practicing basic multiplication and division facts</p> <p>Cooperative Learning</p> <ul style="list-style-type: none"> • Recalling what <i>ratio</i> is • Dividing the class into groups of three or four and giving each group two sets of counters • Leading the groups to visualize and identify equivalent ratios <p>Discussion</p> <ul style="list-style-type: none"> • Guiding the pupils to write ratios as fractions and leading them to see how this helps in expressing ratios in simplest forms 	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share 	<ul style="list-style-type: none"> • Cooperation • Respect for others' opinion 	<ul style="list-style-type: none"> • yellow counters • green counters

CURRICULUM MAP

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	ratios		<ul style="list-style-type: none"> • Providing several examples 			
LESSON 2 Proportion	M5NS-IIj-127 MELC Define and describe a proportion	<p>Collaboration Working harmoniously with peers</p> <p>Literacy and Numeracy Learning to understand the concept of proportion</p>	<p>Review Describing and identifying equivalent ratios</p> <p>Explicit Instruction</p> <ul style="list-style-type: none"> • Leading the pupils to the definition of <i>proportion</i> using pictorial models • Demonstrating how to verify if two ratios form a proportion • Guiding the pupils in finding the missing term in a proportion 	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share • Problem solving 	<ul style="list-style-type: none"> • Cooperation • Teamwork • Accuracy 	<ul style="list-style-type: none"> • pocket charts • cutouts • magnetic board
LESSON 3 Word Problems on Proportion	M5NS-IIj-128 MELC Recognize when two quantities are in direct proportion <i>Solve routine and nonroutine problems involving ratio and proportion</i>	<p>Collaboration Learning to share one's knowledge with others</p> <p>Critical Thinking Learning to find alternative solutions to word problems</p> <p>Problem Solving Applying previously learned knowledge in solving word problems</p>	<p>Review Finding the missing term in a proportion</p> <p>Discussion</p> <ul style="list-style-type: none"> • Leading the pupils to solve word problems involving proportion • Asking comprehension questions and drawing diagrams to help the pupils analyze each problem • Introducing the terms <i>direct</i> and <i>partitive proportions</i> 	<p>Formative</p> <ul style="list-style-type: none"> • Think-Pair-Share • Problem solving 	<ul style="list-style-type: none"> • Cooperation • Creativity • Perseverance 	(none)

			<ul style="list-style-type: none"> Having the pupils study alternative solutions to the problems 		
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*Boldfaced text in some competencies mean that only those parts are developed in that particular lesson. The rest are developed in the next or other lessons in the chapter/book. Italicized text under *DepEd K to 12 Learning Competencies* are add-on competencies.

3rd Quarter

Chapter 4: Ratio, Proportion, and Percent (continuation)		Time Frame: 13 days	
Content Standards	The learner demonstrates understanding of . . . <ul style="list-style-type: none"> the four fundamental operations involving ratio and proportion; and percentage. 	Performance Standards	The learner is able to . . . <ul style="list-style-type: none"> apply the four fundamental operations involving ratio and proportion in mathematical problems and real-life situations; and apply percentage in mathematical problems and real-life situations.

Content	K to 12 Learning Competencies* (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 4 Meaning of Percent	M5NS-IIIa-136 MELC Visualize percent and its relationship to fractions, ratios, and decimal numbers using models	Collaboration Working harmoniously with peers Literacy and Numeracy Learning to understand the concept of percent	Drill and Practice Multiplying whole numbers Review Recalling what equivalent fractions are	Formative <ul style="list-style-type: none"> Written exercise Think-Pair-Share 	<ul style="list-style-type: none"> Speed and accuracy Cooperation 	<ul style="list-style-type: none"> 100-square board 4 sets of 8 cards containing 2, 4, 5, 10, 20, 25, 50, and 100

CURRICULUM MAP

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			<p>Discussion</p> <ul style="list-style-type: none"> Leading the pupils to the definition of <i>percent</i> using a 100-square board Illustrating how parts of the board show numbers that can be compared to 100 Explaining that percent is written with the symbol % 			
<p>LESSON 5 Percent, Fractions, and Decimals</p>	<p>M5NS-IIIa-136 MELC Visualize percent and its relationship to fractions, ratios, and decimal numbers using models</p>	<p>Collaboration Working harmoniously with peers</p> <p>Literacy and Numeracy Learning to understand the relationship of percent to fractions, ratios, and decimal numbers</p>	<p>Review</p> <ul style="list-style-type: none"> Naming percent using 100-square board Renaming fractions as decimals and vice versa <p>Explicit Instruction</p> <ul style="list-style-type: none"> Leading the pupils to write a fraction as a percent to answer a word problem Having the pupils study other examples on renaming fractions, percentages, and decimals 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share 	<ul style="list-style-type: none"> Good working relationship Patience Accuracy 	100-square board
<p>LESSON 6 Percentage</p>	<p>M5NS-IIIa-137 MELC Define percentage, rate or percent, and base</p>	<p>Literacy and Numeracy Learning to find the percentage in a given problem</p>	<p>Review Renaming percent as fractions and decimals</p>	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Being reasonable when spending money Making wise decisions on money matters 	(none)

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	<p>M5NS-IIIa-138 MELC Identify the base, percentage, and rate in a problem</p> <p>M5NS-IIIb-139 MELC Find the percentage in a given problem</p>	<p>Financial Literacy Learning to spend money wisely</p> <p>Collaboration Learning to share one's knowledge with others</p>	<p>Explicit Instruction</p> <ul style="list-style-type: none"> Introducing the terms <i>base</i>, <i>rate</i>, and <i>percentage</i> Leading the pupils to identify each value in a given word problem Demonstrating how to find the percentage using three methods Providing other problems for pupils to answer 		<ul style="list-style-type: none"> Diligence Accuracy 	
<p>LESSON 7 Word Problems on Percent</p>	<p>M5NS-IIIb-140 MELC Solve routine and nonroutine problems involving percentage using appropriate strategies and tools</p> <p>M5NS-IIIb-141 Create problems involving percentage, with reasonable answers</p>	<p>Critical Thinking Learning to analyze the given facts to formulate word problems involving percentage</p> <p>Communication Expressing own ideas clearly</p> <p>Problem Solving Applying different strategies in solving word problems</p> <p>Collaboration Learning to share one's knowledge with others</p>	<p>Drill and Practice</p> <ul style="list-style-type: none"> Finding the percentage Renaming percents as decimals <p>Cooperative Learning</p> <ul style="list-style-type: none"> Dividing the class into groups of three or four and having each group solve a problem and present the solution to the class Providing other word problems for the pupils to answer 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving <p>Summative</p> <ul style="list-style-type: none"> Written exercise Problem solving Performance Task 	<ul style="list-style-type: none"> Cooperation Value of sharing Accuracy Diligence 	<p>cards containing percentage problems</p>

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			<p>Discussion</p> <ul style="list-style-type: none"> Recalling the steps in creating word problems Having the pupils study sample problems and create their own word problems 		
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*Boldfaced text in some competencies mean that only those parts are developed in that particular lesson. The rest are developed in the next or other lessons in the chapter/book. Italicized text under *DepEd K to 12 Learning Competencies* are add-on competencies.

Chapter 5: Geometry, Patterns, and Algebra		Time Frame: 8 days	
Content Standards	<p>The learner demonstrates understanding of . . .</p> <ul style="list-style-type: none"> polygons, circles, and solid figures; and the concept of sequence and solving simple equations. 	Performance Standards	<p>The learner is able to . . .</p> <ul style="list-style-type: none"> construct and describe polygons, circles, and solid figures; apply the knowledge of sequence in various situations; and use different problem-solving strategies.

Content	K to 12 Learning Competencies* (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
<p>LESSON 1 Five- or More-Sided Polygons</p>	<p>M5GE-IIIc-19 MELC Visualize, name, and describe polygons with five or more sides</p> <p>M5GE-IIIc-20 MELC Describe and compare properties of polygons (regular and irregular polygons)</p>	<p>Literacy and Numeracy Learning to identify and distinguish regular and irregular polygons</p> <p>Collaboration Working harmoniously with peers</p>	<p>Review Recalling previously learned polygons (triangles and quadrilaterals)</p> <p>Cooperative Learning</p> <ul style="list-style-type: none"> Dividing the class into groups of five and giving each group a set of cutouts to examine 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> cooperation valuing others 	<p>sets of cutouts of polygons with 5 or more sides</p>

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	<p>M5GE-IIIc-21 MELC Draw polygons with five or more sides</p>	<p>Critical Thinking Learning to analyze the given situation to answer a problem</p>	<ul style="list-style-type: none"> Having each group observe, describe, and compare the properties of each shape Emphasizing the meaning of <i>polygon</i> and <i>regular polygon</i> 			
<p>LESSON 2 Congruent Figures</p>	<p>M5GE-III d-22 MELC Visualize congruent polygons</p>	<p>Literacy and Numeracy Learning to recognize congruent figures</p> <p>Collaboration Working harmoniously with peers</p> <p>Communication Expressing ideas clearly</p> <p>Critical Thinking Learning to analyze the given situation to answer a problem</p>	<p>Review</p> <ul style="list-style-type: none"> Describing congruent lines and congruent angles Naming previously learned polygons <p>Discussion</p> <ul style="list-style-type: none"> Having the pupils observe the faces of a shoebox Leading the pupils to the concept of congruent figures <p>Cooperative Learning</p> <ul style="list-style-type: none"> Dividing the class into groups of five and giving each group a set of cutouts Having each group find pairs of congruent figures Allowing some pupils to explain the group's output 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Cooperation Appreciation of others 	<ul style="list-style-type: none"> shoebox sets of cutouts of triangles and squares of different sizes (some are congruent)

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<p>LESSON 3 Circles</p>	<p>M5GE-IIIId-23.1 Visualize and describe a circle</p> <p>M5GE-IIIId-23.2 MELC Identify the terms related to a circle</p> <p>M5GE-IIIId-24 MELC Draw circles with different radii using a compass</p>	<p>Literacy and Numeracy Learning to identify terms related to a circle</p> <p>Communication Expressing ideas clearly</p>	<p>Review Describing previously learned polygons</p> <p>Discussion</p> <ul style="list-style-type: none"> Showing the pupils circular objects and having them describe each Letting the pupils study illustrations of circles to identify terms related to a circle 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Obedience Precision in drawing circles 	<p>circular objects</p>
<p>LESSON 4 Solid Figures</p>	<p>M5GE-IIIId-25 MELC Visualize and describe solid figures</p>	<p>Literacy and Numeracy Learning to describe and identify common solid figures</p> <p>Communication Expressing ideas clearly</p>	<p>Review</p> <ul style="list-style-type: none"> Recalling different plane figures Having the pupils give examples of objects with the same shape as the plane figures <p>Discussion</p> <ul style="list-style-type: none"> Showing the pupils objects that have the same shape as the common solid figures and having them describe each Leading the pupils to identify the objects as three-dimensional figures and having them describe the distinct 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share 	<ul style="list-style-type: none"> Being inquisitive Precision in drawing solid figures 	<p>models of solid figures</p>

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			characteristics of each <ul style="list-style-type: none"> Explaining how to name prisms and pyramids 			
LESSON 5 Number Sequences	M5AL-III-f-6 MELC Formulate the rule in finding the next term in a sequence	Critical Thinking Learning to analyze sequence to identify pattern Collaboration Working harmoniously with peers Communication Expressing ideas clearly	Review <ul style="list-style-type: none"> Recalling how to find the multiples of a number Explaining how multiples of a number show pattern Cooperative Learning Dividing the class into groups of five and having each group solve a word problem and present solution to the class Discussion <ul style="list-style-type: none"> Processing the groups' output and leading them to the definition of <i>sequence</i> Explaining how pattern and sequence help solve the problem Guiding the pupils in studying other examples 	Formative <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Cooperation Creativity Diligence Accuracy 	(none)

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<p>LESSON 6 Visualizing Simple Equations</p>	<p>M5AL-III-f-14 MELC Use different strategies (looking for a pattern, working backward, etc.) to solve for the unknown in simple equations involving one or more operations on whole numbers and fractions</p>	<p>Literacy and Numeracy Learning to solve simple equations using models</p> <p>Critical Thinking Learning to observe and analyze patterns</p>	<p>Review Determining patterns in sequences</p> <p>Explicit Instruction</p> <ul style="list-style-type: none"> • Having the pupils analyze a given word problem and guiding them to write an equation • Explaining how to use models to represent and solve equations • Giving more examples 	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Problem solving 	<ul style="list-style-type: none"> • Perseverance • Accuracy • Creativity 	<p>marbles</p>
<p>LESSON 7 Solving Simple Equations</p>	<p>M5AL-III-f-14 MELC Use different strategies (looking for a pattern, working backward, etc.) to solve for the unknown in simple equations involving one or more operations on whole numbers and fractions</p>	<p>Literacy and Numeracy Learning to solve simple equations</p> <p>Critical Thinking Learning to observe and analyze patterns</p> <p>Communication Expressing own ideas clearly</p>	<p>Review Solving simple equations using models</p> <p>Discussion</p> <ul style="list-style-type: none"> • Solving a word problem cooperatively with the class • Letting the pupils study the table of data and leading them to write and solve an equation • Guiding the pupils in studying other examples • Explaining how patterns help in 	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Problem solving <p>Summative</p> <ul style="list-style-type: none"> • Written exercise • Performance Task 	<ul style="list-style-type: none"> • Accuracy • Creativity 	<p>models of prisms and pyramids</p>

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			solving simple equations <ul style="list-style-type: none"> • Recalling the steps in creating word problems and having the pupils formulate their own problems 		
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Chapter 6: Measurement		Time Frame: 18 days	
Content Standards	The learner demonstrates understanding of . . . <ul style="list-style-type: none"> • time and circumference; and • area, volume, and temperature. 	Performance Standards	The learner is able to . . . <ul style="list-style-type: none"> • apply knowledge of time and circumference in mathematical problems and real-life situations; and • apply knowledge of area, volume, and temperature in mathematical problems and real-life situations.

Content	K to 12 Learning Competencies* (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 The 24-Hour Clock	M5ME-IIIg-14 MELC Measure time using a 12-hour and a 24-hour clock	Literacy and Numeracy Learning to express time in different notations	Review Finding the perimeter of squares and rectangles Discussion <ul style="list-style-type: none"> • Explaining how to read times written in the 24-hour notation • Demonstrating how to convert 24-hour notation to 12-hour notation and vice versa 	Formative <ul style="list-style-type: none"> • Written exercise • Problem solving 	<ul style="list-style-type: none"> • Punctuality • Valuing time • Precision 	(none)

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<p>LESSON 2 Time Zones</p>	<p>M5ME-IIIg-15 MELC Calculate time in the different world time zones in relation to the Philippines</p> <p>M5ME-IIIg-16 MELC Solve problems involving time</p>	<p>Literacy and Numeracy Learning to find time difference between countries</p> <p>Problem Solving Applying previously learned knowledge to solve problems</p>	<p>Review Telling time using the 12- and 24-hour clocks</p> <p>Drill and Practice Converting time in different notations</p> <p>Explicit Instruction</p> <ul style="list-style-type: none"> • Having the pupils share experiences about communicating with relatives in other countries • Emphasizing that countries have different time zones • Guiding the pupils to find time difference between countries using time zone table • Providing examples for pupils to answer 	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Problem solving 	<ul style="list-style-type: none"> • Punctuality • Valuing the importance of time • Accuracy • Diligence 	<p>(none)</p>
<p>LESSON 3 The Circumference of a Circle</p>	<p>M5ME-IIIh-67 MELC Visualize circumference of a circle</p> <p>M5ME-IIIi-69 Derive a formula in finding the circumference of a circle</p>	<p>Literacy and Numeracy Learning to find circumference of a circle</p> <p>Problem Solving Applying previously learned knowledge to solve problems</p>	<p>Drill and Practice Multiplying whole numbers by decimals</p> <p>Review</p> <ul style="list-style-type: none"> • Finding the perimeter of polygons • Recalling the terms related to a circle 	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share • Problem solving 	<ul style="list-style-type: none"> • Valuing one's health • Cooperation • Accuracy 	<p>string</p>

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	<p>M5ME-IIIi-70 MELC Find the circumference of a circle</p> <p>M5ME-IIIj-71 MELC Solve routine and nonroutine problems involving circumference of a circle</p>	<p>Collaboration Working harmoniously with peers</p>	<p>Guided Discovery</p> <ul style="list-style-type: none"> Introducing the term <i>circumference</i> by having a pupil walk around a big circle on the floor made up of a long piece of string Having the pupils observe the length a circle covers when making a complete turn then leading them to deriving the formula for circumference Letting the pupils use the formula to solve a given word problem 		
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4th Quarter

Chapter 6: Measurement (continuation)		Time Frame: 18 days	
Content Standards	The learner demonstrates understanding of . . . <ul style="list-style-type: none"> time and circumference; and area, volume, and temperature. 	Performance Standards	The learner is able to . . . <ul style="list-style-type: none"> apply knowledge of time and circumference in mathematical problems and real-life situations; and apply knowledge of area, volume, and temperature in mathematical problems and real-life situations.

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Content	K to 12 Learning Competencies* (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 4 The Area of a Circle	M5ME-IVa-72 Visualize area of a circle M5ME-IVa-73 Derive a formula in finding the area of a circle M5ME-IVa-74 MELC Find the area of a given circle	Literacy and Numeracy Learning to find the area of a circle Critical Thinking Applying previously learned knowledge to derive the formula for the area of a circle Collaboration Learning to share one's knowledge with others	Drill and Practice Finding the area of parallelograms Review Recalling the terms related to a circle Cooperative Learning <ul style="list-style-type: none"> • Dividing the class into groups and giving each group a cutout of a circle • Leading the groups to derive the formula for the area of a circle • Having the pupils use the formula to solve the given problem • Providing more examples 	Formative <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share • Problem solving 	<ul style="list-style-type: none"> • Cooperation • Valuing others' help • Creativity • Accuracy 	cutouts of circle
LESSON 5 Word Problems on the Area of Circles	M5ME-IVb-75 MELC Solve routine and nonroutine problems involving the area of a circle	Problem Solving Applying the four-step plan in solving word problems Critical Thinking Learning to use one's experiences in	Oral Drill Practicing basic multiplication facts Review Finding the perimeter, circumference, and area of plane figures	Formative <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share • Problem solving 	<ul style="list-style-type: none"> • Cooperation • Creativity • Diligence • Accuracy 	flash cards

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	<p>M5ME-IVb-76 Create problems involving a circle, with reasonable answers</p>	<p>formulating word problems</p> <p>Communication Expressing own ideas clearly</p> <p>Collaboration Learning to share one's knowledge with others</p>	<p>Discussion</p> <ul style="list-style-type: none"> • Working out the solution to a word problem cooperatively with the class • Asking comprehension questions and guiding the pupils to analyze and illustrate the problem • Recalling the steps in creating word problems • Having the pupils formulate word problems using own experiences 			
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<p>LESSON 6 Volume</p>	<p><i>Define and describe volume</i></p>	<p>Literacy and Numeracy Recalling the concept of volume</p> <p>Critical Thinking Visualizing volume of figures using centimeter cubes</p> <p>Collaboration Working harmoniously with peers</p>	<p>Oral Drill Practicing basic multiplication facts involving three factors</p> <p>Review</p> <ul style="list-style-type: none"> Recalling the different metric units of length Identifying previously learned space figures <p>Discussion</p> <ul style="list-style-type: none"> Recalling the meaning of <i>volume</i> Having the pupils visualize the volume of irregular figures using centimeter cubes Emphasizing that cubic units are used to measure volume 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Active participation Cooperation creativity 	<ul style="list-style-type: none"> models of special figures cubes measuring 1 cm on each edge
<p>LESSON 7 Volume of Cubes and Rectangular Prisms</p>	<p>M5ME-IVc-77 MELC Visualize the volume of a cube and rectangular prism</p> <p>M5ME-IVc-78 MELC Name the appropriate unit of measure used for measuring the volume of a cube and a rectangular prism</p>	<p>Literacy and Numeracy Learning to find the volume of a cube and rectangular prism</p> <p>Critical Thinking Visualizing volume of figures using centimeter cubes</p>	<p>Oral Drill Practicing basic multiplication facts involving three factors</p> <p>Review Identifying the dimensions of given figures</p> <p>Cooperative Learning</p> <ul style="list-style-type: none"> Dividing the class into five groups and giving each group a 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Doing respective roles in an assigned task Respect for others Teamwork 	<p>5 sets of 27-centimeter cubes</p>

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	<p>M5ME-IVc-79 Derive the formula in finding the volume of a cube and a rectangular prism using cubic centimeter and cubic meter</p> <p>M5ME-IVd-81 MELC Find the volume of a given cube and rectangular prism using cubic centimeter and cubic meter</p>	<p>Collaboration Learning to share one's knowledge with others</p>	<p>set of centimeter cubes</p> <ul style="list-style-type: none"> Instructing the groups to form a bigger cube and a rectangular prism using the centimeter cubes Having the pupils take note of the volume and dimensions of each figure formed <p>Discussion</p> <ul style="list-style-type: none"> Processing the groups' output and leading them to derive the formula for volume of a rectangular prism and cube Having the pupils solve a given problem using the formula 			
<p>LESSON 8 Conversion of Units of Volume</p>	<p>M5ME-IVd-80 MELC Convert cubic centimeter to cubic meter and vice versa; cubic centimeter to liter and vice versa</p>	<p>Literacy and Numeracy Learning to convert units of volume</p> <p>Critical Thinking Learning when to divide or multiply when converting cubic measures</p>	<p>Drill and Practice Multiplying and dividing by 1000</p> <p>Review</p> <ul style="list-style-type: none"> Identifying appropriate unit of volume for a given object Reading cubic units 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Diligence Accuracy Cooperation 	<p>picture of an aquarium labeled with 125 dm^3 and a can labeled with 125 cm^3</p>

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		<p>Communication Expressing own ideas clearly</p> <p>Collaboration Learning to share one's knowledge with others</p>	<p>Discussion</p> <ul style="list-style-type: none"> • Having the pupils compare the capacity of two containers with different cubic units • Guiding the pupils to convert cubic measures using a table of conversion • Letting volunteer pupils explain how to convert from a bigger unit to a smaller unit and vice versa 			
<p>LESSON 9 Estimating Volume and Using Appropriate Units</p>	<p>M5ME-IVd-82 MELC Estimate and use appropriate units of measure for volume</p>	<p>Literacy and Numeracy Learning to estimate volume</p> <p>Critical Thinking Learning to identify the appropriate unit of volume</p> <p>Communication Expressing own ideas clearly</p> <p>Collaboration Working harmoniously with peers</p>	<p>Review</p> <ul style="list-style-type: none"> • Recalling what volume means and converting between cubic measures • Solving for volume of rectangular prisms and cubes using the formula <p>Discussion</p> <ul style="list-style-type: none"> • Leading the pupils to estimate volume using previously learned knowledge • Having the pupils determine the appropriate unit of volume for particular containers • Emphasizing the importance of 	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share 	<ul style="list-style-type: none"> • Helpfulness in doing house chores • Cooperation • Perseverance 	(none)

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			reasonable estimates			
LESSON 10 Word Problems on the Volume of Cubes and Rectangular Prisms	M5ME-IVe-83 MELC Solve routine and nonroutine problems involving volume of a cube and rectangular prism in real-life situations using appropriate strategies and tools M5ME-IVe-84 Create problems (with reasonable answers) involving volume of a cube and rectangular prism in real-life situations	Problem Solving Applying the four-step plan in solving word problems Critical Thinking Learning to use one's experiences in formulating word problems Communication Expressing own ideas clearly Collaboration Learning to share one's knowledge with others	Review Finding the volume of rectangular prism and cube using respective formulas Explicit Instruction <ul style="list-style-type: none"> • Recalling the steps in solving word problems • Providing problems for pupils to solve • Asking comprehension questions and having volunteer pupils explain their answer • Guiding the pupils to recall how to create word problems • Letting the pupils formulate their own word problems involving volume 	Formative <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share • Problem solving 	<ul style="list-style-type: none"> • Active involvement in class activities • Diligence • Accuracy • Cooperation 	(none)
LESSON 11 Temperature	M5ME-IVf-85 MELC Read and measure temperature using thermometer (alcohol and/or digital) in degree Celsius	Problem Solving Learning to discover and use other strategies in solving word problems Critical Thinking Learning to use one's experiences in	Motivation Having the pupils talk about the activities they do or the clothes they wear during different kinds of weather Discussion <ul style="list-style-type: none"> • Explaining what <i>thermometer</i> and <i>temperature</i> are 	Formative <ul style="list-style-type: none"> • Oral and written exercises • Think-Pair-Share • Problem solving Summative <ul style="list-style-type: none"> • Written exercise • Problem solving • Performance Task 	<ul style="list-style-type: none"> • Being inquisitive • Teamwork • Accuracy • Perseverance 	<ul style="list-style-type: none"> • alcohol thermometer • large wall thermometer • illustrations showing different temperature readings

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	<p>M5ME-IVf-86 Estimate the temperature (e.g., inside the classroom)</p> <p>M5ME-IVf-87 MELC Solve routine and nonroutine problems involving temperature in real-life situations</p> <p>M5ME-IVg-88 Create problems involving temperature, with reasonable answers</p>	<p>formulating word problems</p> <p>Communication Expressing own ideas clearly</p> <p>Collaboration Learning to share one's knowledge with others</p>	<ul style="list-style-type: none"> • Having the pupils examine and describe the parts of a wall and an alcohol thermometer • Providing different temperature readings for pupils to read • Asking the pupils to estimate and then determine the actual temperature inside and outside of the classroom • Letting the pupils study and solve a given problem using the four-step plan • Having the pupils create their own word problems involving temperature 			
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Chapter 7: Statistics and Probability		Time Frame: 8 days	
Content Standard	The learner demonstrates understanding of line graphs and experimental probability.	Performance Standard	The learner is able to create and interpret representations of data (tables and line graphs) and apply experimental probability in mathematical problems and real-life situations.

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Content	K to 12 Learning Competencies* (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Single Line Graphs	M5SP-IVh-3.5 MELC Interpret data presented in different kinds of line graphs (single to double line graph) <i>Define and describe a single line graph</i>	Critical Thinking Learning to analyze and interpret data presented in single line graphs Communication Expressing own ideas clearly Collaboration Working harmoniously with peers	Review Reading and interpreting data presented in a bar graph Discussion <ul style="list-style-type: none"> • Presenting data in a table and having volunteer pupils explain what the table shows • Having the pupils study another way of presenting the same set of data using a single-line graph • Emphasizing that the line graph shows how the data behaves then leading the pupils to see its different parts • Asking questions to guide the pupils to infer other information from the line graph 	Formative <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share 	<ul style="list-style-type: none"> • Valuing the hard work of farmers • Accuracy • Cooperation 	bar graph on a piece of cartolina or manila paper

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<p>LESSON 2 Double Line Graphs</p>	<p>M5SP-IVh-3.5 MELC Interpret data presented in different kinds of line graphs (single to double line graph)</p> <p><i>Define and describe a double line graph</i></p>	<p>Critical Thinking Learning to analyze and interpret data presented in double line graphs</p> <p>Communication Expressing own ideas clearly</p> <p>Collaboration Working harmoniously with peers</p>	<p>Review Recalling what a line graph is and its different parts</p> <p>Discussion</p> <ul style="list-style-type: none"> Presenting a double line graph and having the pupils describe the data it presents Explaining what a <i>double line graph</i> is and leading the pupils to conclude how it is different from a single line graph 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Cooperation Accuracy Diligence 	<p>(none)</p>
<p>LESSON 3 Constructing Single Line Graphs</p>	<p>M5SP-IVg-1.5 Collect data on one to two variables using any source</p> <p>M5SP-IVg-2.5 Organize data in tabular form and present them in a line graph</p> <p>M5SP-IVh-4.5 MELC Solve routine and nonroutine problems using data presented in a line graph</p>	<p>Creativity Learning to present gathered data effectively</p> <p>Critical Thinking Learning to analyze and interpret data presented in single line graphs</p> <p>Communication Expressing own ideas clearly</p> <p>Collaboration Working harmoniously with peers</p>	<p>Review Recalling what a line graph is and what it shows</p> <p>Discussion</p> <ul style="list-style-type: none"> Presenting a bar graph and having the pupils infer data from the graph Demonstrating how to construct line graph for the same data set Letting the pupils study another set of data and leading them to organize the data in a table 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share Hands-on activity 	<ul style="list-style-type: none"> Being respectful when doing an interview for data collection Accuracy Diligence Cooperation 	<p>(none)</p>

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	<p>M5SP-IVh-5.5 MELC Draw inferences based on data presented in a line graph</p>		<ul style="list-style-type: none"> Having the pupils study the steps in constructing line graph for the data set 			
<p>LESSON 4 Constructing Double Line Graphs</p>	<p>M5SP-IVg-1.5 Collect data on one to two variables using any source</p> <p>M5SP-IVg-2.5 Organize data in tabular form and present them in a line graph</p> <p>M5SP-IVh-4.5 MELC Solve routine and nonroutine problems using data presented in a line graph</p> <p>M5SP-IVh-5.5 MELC Draw inferences based on data presented in a line graph</p>	<p>Creativity Learning to present gathered data effectively</p> <p>Critical Thinking Learning to analyze and interpret data presented in double line graphs</p> <p>Communication Expressing own ideas clearly</p> <p>Collaboration Working harmoniously with peers</p>	<p>Review Recalling the steps in constructing a line graph</p> <p>Discussion</p> <ul style="list-style-type: none"> Presenting a table that shows a pair of data sets and asking questions to have the pupils infer information from the table Explaining that the same data sets can be presented using either single- or double-line graph Emphasizing how to customize line graphs to present data effectively 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share Hands-on activity 	<ul style="list-style-type: none"> Being respectful when doing interviews for data collection Accuracy Diligence Cooperation 	(none)
<p>LESSON 5 Experimental Probability</p>	<p>M5SP-IVi-14 MELC Describe experimental probability</p> <p>M5SP-IVi-15 MELC Perform an experimental probability</p>	<p>Critical Thinking Learning to analyze and interpret data from experiments</p> <p>Problem Solving</p>	<p>Review Making simple predictions based on given facts</p> <p>Cooperative Learning</p> <ul style="list-style-type: none"> Having the pupils work in pairs to 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share Hands-on activity <p>Summative</p> <ul style="list-style-type: none"> Written exercise Problem solving 	<ul style="list-style-type: none"> Being fair in dealing with others Respect for others Accuracy Diligence 	<ul style="list-style-type: none"> coin letter cards number cards from 0 to 20 manila paper

CURRICULUM MAP

Real-Life Mathematics 5 (Second Edition)

	<p>and record result by listing</p> <p>M5SP-IVi-16 MELC Analyze data obtained from chance using experiments involving letter cards (A to Z) and number cards (0 to 20)</p> <p>M5SP-IVj-17 MELC Solve routine and nonroutine problems involving experimental probability</p> <p>M5SP-IVj-18 Create routine and nonroutine problems involving experimental probability</p>	<p>Applying different strategies in solving word problems</p> <p>Communication Expressing own ideas clearly</p> <p>Collaboration Working harmoniously with peers</p> <p>Creativity Learning to present gathered data effectively</p>	<p>conduct a simple experiment</p> <ul style="list-style-type: none"> • Letting each of the pupils in the pairs flip a coin 20 times and record the outcomes • Asking the pairs to present the result in class <p>Discussion</p> <ul style="list-style-type: none"> • Processing the pupils' output and leading them to the definition of <i>probability</i> • Introducing other terms related to probability • Discussing with the pupils other examples of simple experiments 	<ul style="list-style-type: none"> • Performance Task 		
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*Boldfaced text in some competencies mean that only those parts are developed in that particular lesson. The rest are developed in the next or other lessons in the chapter/book. Italicized text under *DepEd K to 12 Learning Competencies* are add-on competencies.