

**5**

# Learning Activity Sheet for Mathematics 5

Quarter 3

Lesson

**1**

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**Learning Activity Sheet for Mathematics 5**  
**Quarter 3: Lesson 1 Week 1**  
**SY 2025-2026**

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## LEARNING ACTIVITY SHEET

<b>Learning Area:</b>	Mathematics 5	<b>Quarter:</b>	3 <sup>rd</sup> Quarter
<b>Lesson No.:</b>	1	<b>Date:</b>	
<b>Lesson Title/ Topic:</b>	collects data pairs (bivariate) from interview, questionnaire, and other appropriate sources		
<b>Name:</b>		<b>Grade &amp; Section:</b>	

### I. Activity No. 1: Survey

### II. Objective(s):

- a) collects data pairs (bivariate) from interview, questionnaire, and other appropriate sources
- b) interpret the data gathered

### III. Materials Needed:

Paper and Pencil or Pen

**IV. Instructions:** Survey 15 of your classmates using one of the questionnaires below. Then organize the data from the questionnaire and construct a table.

Survey 1:	A survey on Class Heights and Weights	
	Q 1: What is your height?	
	Q 2: What is your weight?	

Survey 2:	A survey on Class Heights and Weights	
	Q 1: How many brothers do you have?	
	Q 2: How old are you?	

Survey 3:	A survey on Class Heights and Weights	
	Q 1: How many times do you check your cellphones for new message in an hour?	
	Q 2: How many hours do you spend in doing your homework?	

## LEARNING ACTIVITY SHEET

<b>Learning Area:</b>	Mathematics 5	<b>Quarter:</b>	3 <sup>rd</sup> Quarter
<b>Lesson No.:</b>	1	<b>Date:</b>	
<b>Lesson Title/ Topic:</b>	<b>Identify the appropriate graph (bar graph or line graph) to represent a given set of data</b>		
<b>Name:</b>		<b>Grade &amp; Section:</b>	

### I. Activity No. 2: Identify Me...

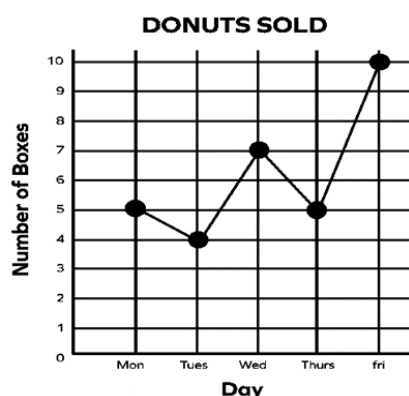
### II. Objective(s):

- a) Identify the following description as double bar graph or line graph

### III. Materials Needed:

Paper and Pencil or Pen

### IV. Instructions:



#### A. Refer to the line graph above in answering the following questions.

1. What information can you read/see from the line graph?
2. Which data from the graph indicates a period of time?
3. What is lowest point(s) of the line graph? Describe the lowest point using the data values found in the x and y axis.
4. Ask learners to identify one information that they can read from the graph.

#### B. Identify the following as Bar graph or Line graph.

- \_\_\_\_\_ 1. It is commonly drawn to show information that changes over time.
- \_\_\_\_\_ 3. It represents numerical data by double bars or rectangles of equal width and varying height.
- \_\_\_\_\_ 4. It is particularly useful for showing similar data between two different groups.

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<b>Learning Area:</b>	Mathematics 5	<b>Quarter:</b>	3 <sup>rd</sup> Quarter
<b>Lesson No.:</b>	1	<b>Date:</b>	
<b>Lesson Title/ Topic:</b>	<b>Identify the appropriate graph (bar graph or line graph) to represent a given set of data</b>		
<b>Name:</b>		<b>Grade &amp; Section:</b>	

### I. Activity No. 3: What will I use? Line Graph or Bar Graph?

#### II. Objective(s):

- a) Identify the appropriate graph (bar graph or line graph) to represent a given set of data

#### III. Materials Needed:

Paper and Pencil or Pen

#### IV. Instructions:

Given the following situations, identify what is the appropriate graph to be used. Write **L** for **Line Graph** and **B** for **Bar Graph**.

#### What will I use? Line Graph or Double Bar Graph?

A. Given the following situations, identify what is the appropriate graph to be used. Write **L** for **Line Graph** and **B** for **Bar Graph**.

- \_\_\_\_ 1. Comparing the monthly income of Jollibee and Mc Donalds.
- \_\_\_\_ 2. Tracing the number of patients of heat stroke of a city for the last three months.
- \_\_\_\_ 3. Sales performance of different shampoo brands in a period of 6 months.
- \_\_\_\_ 4. Illustrating the number of absences of Grade 5 for the past three weeks due to heat index.
- \_\_\_\_ 5. Presenting the satisfaction ratings of young and adult customers for different products offered by a company.

B. Given the following tables, identify what is the appropriate graph to be used. Write **L** for **Line Graph** and **B** for **Bar Graph**.

1.

Person Savings in a Bank	
Person	Savings
A	12 000
B	5000
C	20000
D	15000

2.

Lily's Weight in Five Months	
Month	Weight in kg
January	49
February	54
March	61
April	69
May	73

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<b>Learning Area:</b>	Mathematics 5	<b>Quarter:</b>	3 <sup>rd</sup> Quarter
<b>Lesson No.:</b>	1	<b>Date:</b>	
<b>Lesson Title/ Topic:</b>	<ul style="list-style-type: none"> <li>collects data pairs (bivariate) from interview, questionnaire, and other appropriate sources.</li> <li>identify the appropriate graph (bar graph or line graph) to represent a given set of data</li> </ul>		
<b>Name:</b>		<b>Grade &amp; Section:</b>	

### I. Activity No. 4: Formative Assessment

#### II. Objective(s):

- a) identify the appropriate graph (bar graph or line graph) to represent a given set of data
- b) interpret the data gathered

#### III. Materials Needed:

Paper and Pencil or Pen

#### IV. Instructions:

##### A. Answer the following questions using the given problem below:

Teacher Hazel was tasked to gather data through a questionnaire about the number of absences incurred by Grade 5 students for the first two weeks of April from Monday to Friday. She tallied the data gathered. The table shows the results.

**Number of Absences of Grade 5 Students in First Week of April**

Day	1 <sup>st</sup> Week
Monday	8
Tuesday	4
Wednesday	6
Thursday	7
Friday	10

Refer to the table above in answering the following questions.

- a. What is the data all about?
- b. If you are to construct the double bar graph for the given data, what labels would be correct to use for the two bars?
- c. What labels should be used on the horizontal (x-axis)? For the vertical (y-axis)?
- d. Which double graph correctly represents the data above.

Figure 1

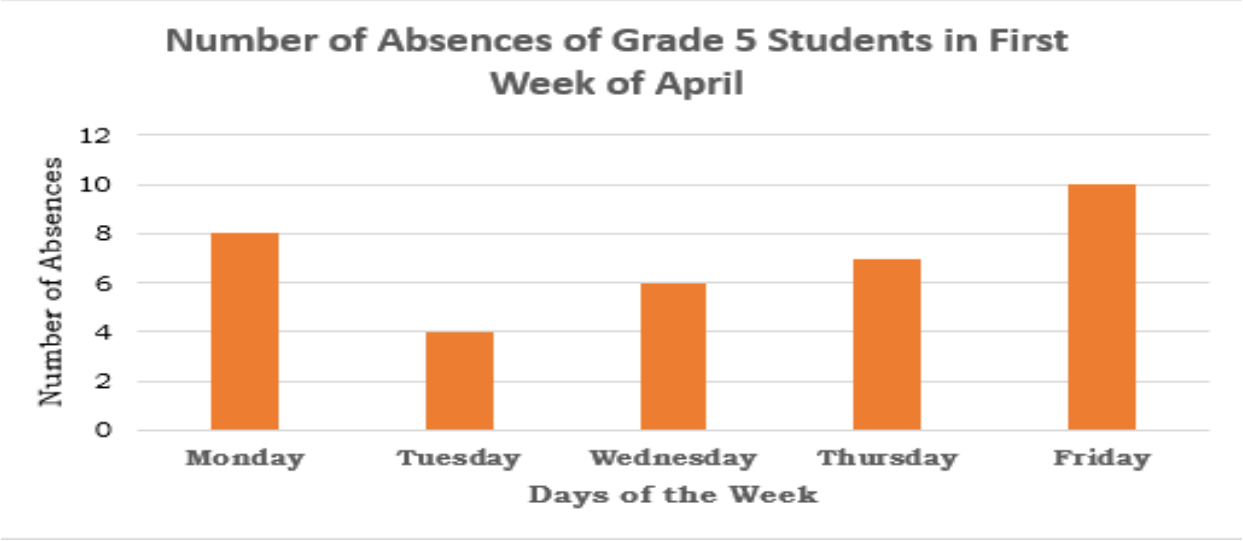
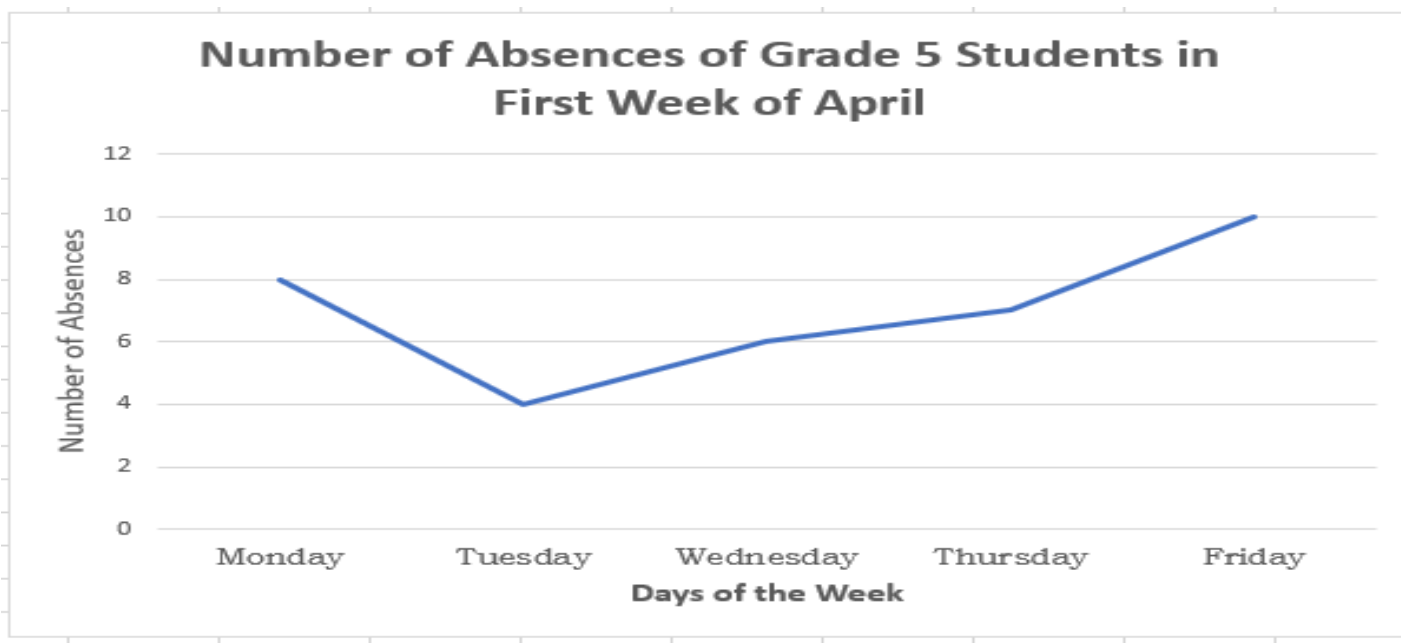


Figure 2



**B.** Which line graph correctly represents changes in Kelly’s heights from 0 years to 8 years old? The table below shows the data.

Changes Kelly's Height Form 0 years to 8 years	
Age (in years)	Height ( in Inches)
0	4
2	28
4	44
6	52
8	64

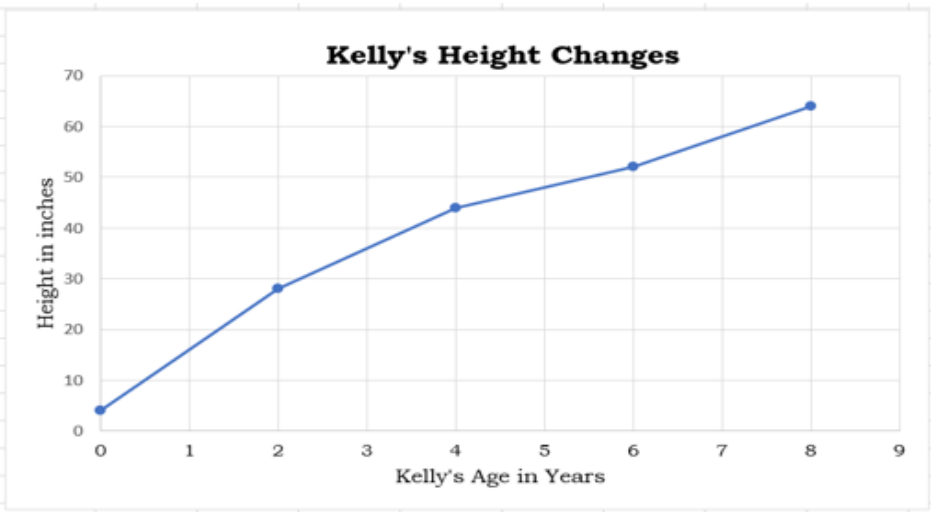


Figure 1

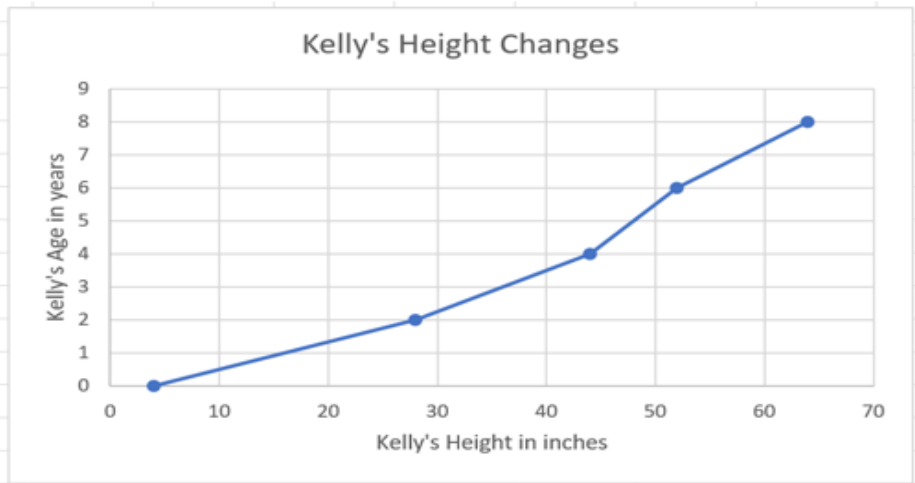


Figure 2