

# Lesson Exemplar for Mathematics

Quarter 3

Lesson

**1**

**Lesson Exemplar for Mathematics Grade 4**  
**Quarter 3: Lesson 1 (Week 1)**  
**SY 2024-2025**

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## MATHEMATICS / QUARTER 3 / GRADE 4

### I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES

|                                                |                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A. Content Standards</b>                    | The learner should have knowledge and understanding of dissimilar and equivalent fractions                                                                                                                                                                                                                                                                        |
| <b>B. Performance Standards</b>                | By the end of the quarter, the learners are able to represent, compare, and order dissimilar fractions.                                                                                                                                                                                                                                                           |
| <b>C. Learning Competencies and Objectives</b> | 1. Represent dissimilar fractions, with denominators up to 10, using models.<br>2. Generate equivalent fractions using models                                                                                                                                                                                                                                     |
| <b>D. Content</b>                              | Modelling dissimilar fractions with denominators up to 10 using: <ul style="list-style-type: none"><li>• fraction strips/bars</li><li>• fraction disks/circles</li><li>• number line</li></ul> Modelling equivalent fractions using: <ul style="list-style-type: none"><li>• fraction strips/bars</li><li>• fraction disks/circle</li><li>• number line</li></ul> |
| <b>E. Integration</b>                          | Integration of Fairness, Equality, and Diversity                                                                                                                                                                                                                                                                                                                  |

### II. LEARNING RESOURCES

BYJU's. (2024). Fraction on the Number Line. <https://byjus.com/maths/fractions-on-the-number-line/>  
Cuemath. (n.d.). Fractions on Number Line. <https://www.cuemath.com/numbers/fractions-on-number-line/>  
Hoo L.C, Sachidanandan R. (2016). *Discover Math 3* (1<sup>st</sup> ed.). Marshall Cavendish Education.  
Song J, Chen T.H, Shing L. H. (2016). *Discover Math 4* (1<sup>st</sup> ed.). Marshall Cavendish Education.  
Toy Theater. (n.d.). Teacher Tools. <https://toytheater.com/category/teacher-tools/>

### III. TEACHING AND LEARNING PROCEDURE

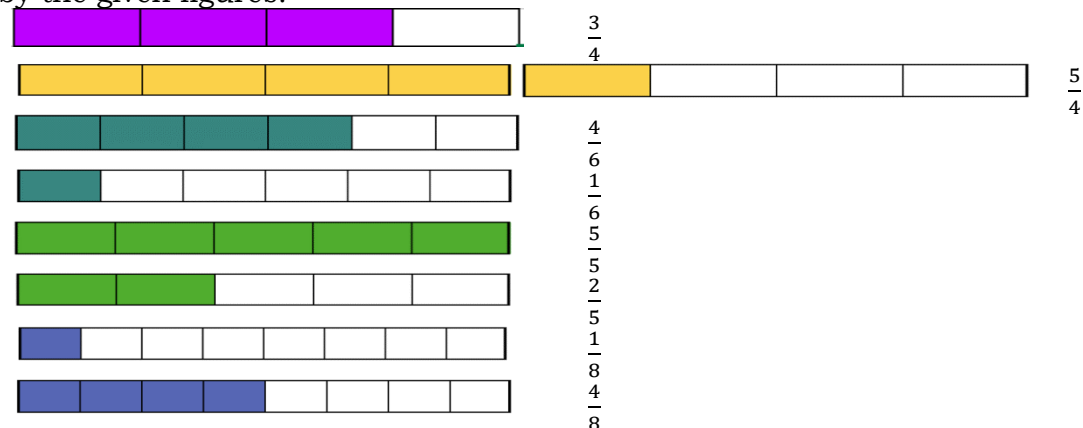
### NOTES TO TEACHERS

#### A. Activating Prior Knowledge

#### DAY 1

##### 1. Short Review

The pupils will be asked to name and identify the kinds of fractions represented by the given figures.



To classify fractions according to their kinds, the following tables may be utilized: Table 1. Proper and Improper Fractions, Mixed/Whole Numbers. The pupils will be asked to classify each fractions individually. They will also name each given fraction and identify each kind by completing the given table.

| Fraction Model | Naming Fraction                 | Kind of Fraction<br>( <i>Proper, Improper, Mixed</i> ) |
|----------------|---------------------------------|--------------------------------------------------------|
|                | $\frac{3}{4}$                   | Proper                                                 |
|                | $\frac{5}{4}$ or $1\frac{1}{4}$ | Improper<br>Mixed Number                               |
|                | $\frac{4}{6}$                   | Proper                                                 |
|                | $\frac{1}{6}$                   | Proper                                                 |

This part can either be an individual activity or a group activity:

Option 1: Individual

Volunteers will be asked to paste the fraction figures on the board and classify them according to kinds.

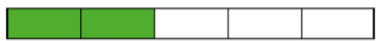
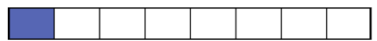
Option 2: Group

The whole class will be grouped into two. The 1<sup>st</sup> group will be asked to name the fraction figures and classify them according to kinds, using Table 1.

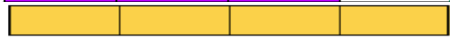
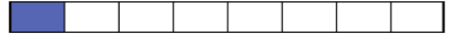
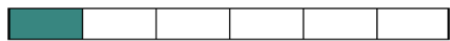
Given the same set of fractions, the 2<sup>nd</sup> group will be asked to name the fraction figures/illustrations and classify them according to their denominators, using Table 2. The teacher may generate additional illustrations through this link:

<https://toytheater.com/fraction-bars/>

For improper fractions and mixed/whole numbers, the teacher may emphasize that these fractions can be named using either improper fraction or mixed/whole number (recall of previous lesson found in Q2).

|                                                                                   |                          |                       |
|-----------------------------------------------------------------------------------|--------------------------|-----------------------|
|  | $\frac{5}{5}$ or 1 whole | Improper Whole Number |
|  | $\frac{2}{5}$            | Proper                |
|  | $\frac{1}{8}$            | Proper                |
|  | $\frac{4}{8}$            | Proper                |

The pupils will be asked to present and explain their answers to the class. Table 2. Set of fractions with the same denominators and set of fractions with different denominators. The pupils will be asked to classify the fractions by forming three sets of fractions, of which 1 set is composed of fractions with the same denominators and two sets are composed of fractions with different denominators. They will also name each given fraction.

| Fraction Model                                                                                                                                                                                                                                                    | Naming Fraction                                                                   | Kind of Fraction (Set) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------|
| <br><br>       | $\frac{3}{4}$<br>$\frac{5}{4}$ or $1\frac{1}{4}$                                  |                        |
| <br><br>    | $\frac{4}{6}$<br>$\frac{5}{5}$ or 1 whole<br>$\frac{1}{8}$                        |                        |
| <br><br> | $\frac{1}{8}$<br>$\frac{2}{6}$<br>$\frac{5}{5}$<br>$\frac{4}{4}$<br>$\frac{1}{8}$ |                        |

The pupils will be asked to present and explain their answers to the whole class.

## 2. Feedback (optional)

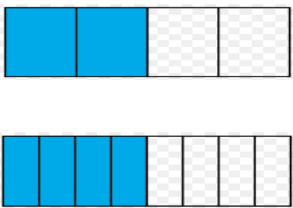
Since the pupils already have prior knowledge of the kinds of fractions, they may be asked to explain the concepts of proper and improper fractions, as well as mixed numbers. This may be included in their presentation of answers to the whole class.

- Proper fraction – less than 1 whole, the numerator is less than the denominator
- Improper fraction – greater than or equal to 1 whole, the numerator is greater than or equal to the denominator
- Mixed number – has a whole number and a proper fraction, greater than 1 whole

In Table 2, the pupils will only answer the 3rd column once the concept of dissimilar fractions has been thoroughly introduced. Its completion will be done by the pupils as guided by the teacher.

### Note: (optional)

The teacher may use the outputs of pupils in Table 2 when presenting the lesson about ordering dissimilar fractions.

|                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>B. Establishing Lesson Purpose</b></p>            | <p><b>1. Lesson Purpose</b><br/>         To process the activity in table 2, the teacher will ask the following:</p> <ol style="list-style-type: none"> <li>What have you noticed with the denominators of the 1<sup>st</sup> set of fractions in table 2? 2<sup>nd</sup> set and 3<sup>rd</sup> set of fractions in the same table?             <ul style="list-style-type: none"> <li>The 1<sup>st</sup> set of fractions have the same denominators</li> <li>The 2<sup>nd</sup> set of fractions have different denominators</li> </ul> </li> <li>Aside from having either common or different denominators, what have you noticed with the kinds of fractions given within a set of fractions?             <ul style="list-style-type: none"> <li>The sets of fractions are combinations of proper fractions, improper fractions, and mixed/whole numbers.</li> </ul> </li> </ol> <p><b>2. Unlocking Content Area Vocabulary</b><br/>         The following concepts may be emphasized/reiterated:</p> <ul style="list-style-type: none"> <li>Similar fractions are sets of fractions with common denominators.</li> <li>Dissimilar fractions are sets of fractions with different denominators.</li> <li>As a set, both similar and dissimilar fractions may compose of proper fraction, improper fraction, and mixed/whole number.</li> </ul> <p><b>Take Note:</b><br/>         When the concepts of dissimilar fractions have been established, the teacher may ask the pupils to accomplish the 3<sup>rd</sup> column of Table 2.</p> | <p>After each answer, the teacher may give these follow-up questions:</p> <ul style="list-style-type: none"> <li>What do you call a set of fractions with the same denominators? (Recall of Q2 lesson)</li> <li>If fractions with the same denominators are called similar fractions, what do you call fractions with different denominators? (You may use puzzles to give clues)<br/>             _ _ s _ _ _ l _ r fractions</li> </ul> <p>Highlight that both similar and dissimilar fractions can be a combination of different kinds of fractions such as proper fraction, improper fraction, and mixed/whole numbers.</p> |
| <p><b>C. Developing and Deepening Understanding</b></p> | <p><b>SUB-TOPIC 1: Modelling dissimilar fractions with denominators up to 10 using fraction strips/bars, fraction disks/circles, and number line</b></p> <p><b>1. Explicitation</b><br/>         Title: Paper Folding and Coloring Activity<br/>         The teacher will read the following statements to make the activity more fun and engaging as the pupils simultaneously model these problems using paper folding and coloring.</p> <p>Paper 1: Kim has a rectangular cake divided into four equal parts. She wants to give her friends one slice each. If she has two friends, how much part of the cake was distributed among her friends?</p> <p>Paper 2: Theon divided his paper into eight equal parts and shaded half of it. What fraction represents the shaded part?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: right;"><math>\frac{2}{4}</math></div> <div style="text-align: right;"><math>\frac{4}{8}</math></div> </div>                                                                                                                                                                                                                                                                                                                    |

Paper 3: Rapha's rectangular vegetable garden was equally divided into three parts. He plans to plant tomato seeds in 1 part of the garden and mongo seeds in the rest of the vegetable garden. What part of the garden will be planted with tomato seeds?

Paper 4: Kelvin decided to divide his paper into six equal parts and shaded two parts of it. What fraction represents the shaded part?

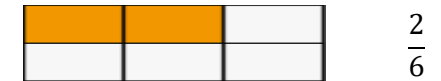
To process the activity, the teacher will ask the following after some pupils have already posted their outputs on the board:

1. Taken individually, what kind of fraction is each of the examples?
  - Proper fraction
2. Taken as a group or set, what have you noticed with their denominators?
  - They have different denominators
3. What do you call a set of fractions with different denominators?
  - Dissimilar fractions
4. What have you noticed with shaded parts of the dissimilar fractions  $\frac{2}{4}$  and  $\frac{4}{8}$ ?  $\frac{1}{3}$  and  $\frac{2}{6}$ ?
  - Value of the shaded parts seems the same but different in the number of equal parts the whole was divided.
  - $\frac{2}{4}$  and  $\frac{4}{8}$  have the same value
  - $\frac{1}{3}$  and  $\frac{2}{6}$  have the same value

Dissimilar fractions are sets of fractions with different denominators. These sets of fractions may include proper fractions, improper fractions, mixed/whole numbers, or combination thereof. Visual representation of dissimilar fractions may help us see fractions in a tangible way and understand better those different denominators represent varying parts of the whole. Now, let us work on more examples using manipulatives.

## 2. Worked Example

**Using fractions strips and/or fraction bars**, the pupils will model the following sets dissimilar fractions:



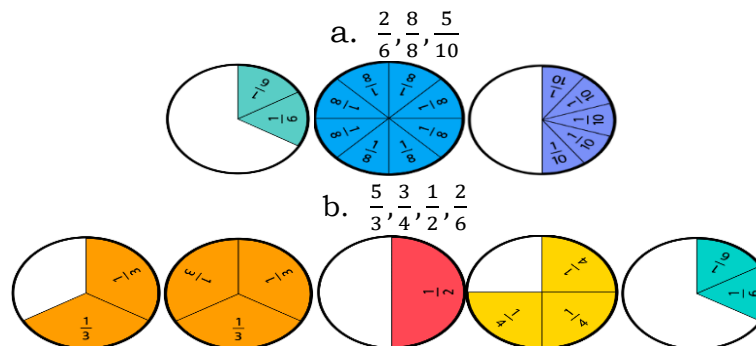
Volunteers will be asked to post their outputs on the board.

The concept of equivalent fractions can be initially introduced in this part. However, inform the pupils that further exploration and more detailed discussion on this topic will be included in the next lesson.

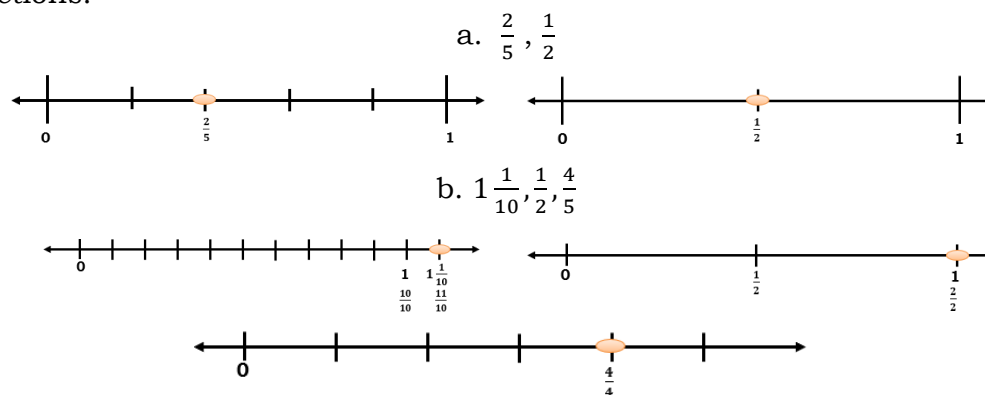
In this part, the teacher will give sets of dissimilar fractions, while the pupils will be asked to illustrate them using fraction strips/bars, fraction discs/circles, and number lines.

|                                                         |  |
|---------------------------------------------------------|--|
| b. $\frac{5}{6}, \frac{3}{10}, \frac{2}{9}$             |  |
| c. $\frac{2}{6}, \frac{1}{4}, \frac{1}{8}, \frac{2}{3}$ |  |

**Using fractions disks/fraction bars**, the pupils will model the following sets dissimilar fractions:



**Using a number line**, the pupils will model the following sets dissimilar fractions:



However, it is essential to note that pupils with prior knowledge of adding similar fractions can apply their understanding of the previous lesson when illustrating dissimilar fractions.

Options for the teacher

Option 1: Individual

The teacher may ask the pupils to make their fraction strips and fraction disks either in school as an art project or at home as an assignment assisted by their parents.

Volunteers will be asked to show their illustrations in class using either fraction strips or fraction discs.

Option 2: Group

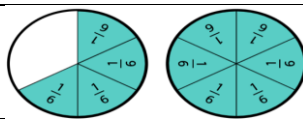
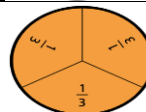
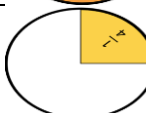
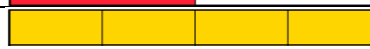
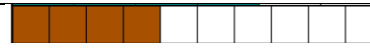
In case of time constraints, the teacher may divide the class into six groups. Specifically, two groups will receive teacher-made fractions strips, and two will receive fraction disks/circles. The remaining two groups will illustrate dissimilar fractions using number lines.

A representative from each group will show the illustrations in the class using either fraction strips or fraction discs.

## DAY 2

### 3. Lesson Activity

Complete the table below. For numbers 1 -3, illustrate each set of fractions by drawing any of the following: (a) fraction bars/strips, (b) fraction discs/circles, (c) number lines. For numbers 4 -5, given the fraction models, name the set of dissimilar fractions.

| No. | Dissimilar Fractions | Fraction Model                                                                        |
|-----|----------------------|---------------------------------------------------------------------------------------|
| 1   | $\frac{8}{6}$        |                                                                                       |
|     | $\frac{2}{3}$        |                                                                                       |
|     | $\frac{7}{9}$        |                                                                                       |
|     | $\frac{3}{8}$        |                                                                                       |
| 2   | $\frac{3}{2}$        |                                                                                       |
|     | $\frac{6}{8}$        |                                                                                       |
|     | $\frac{1}{4}$        |                                                                                       |
| 3   | $1\frac{1}{4}$       |                                                                                       |
|     | $\frac{2}{2}$        |                                                                                       |
|     | $\frac{1}{5}$        |                                                                                       |
| 4   |                      |    |
|     |                      |   |
|     |                      |  |
| 5   |                      |  |
|     |                      |  |
|     |                      |  |
|     |                      |  |

Additional Manipulative for Worked Example: If available, Cuisenaire rods can also be utilized in modeling fractions. These are rectangular rods of 10 different colors. The teacher may refer to this link to learn more about these manipulatives: <https://www.han d2mind.com/blog/how-to-use-cuisenaire-rods>

### Very Important!

Before asking the pupils to model the fractions using the number line, the pupils should initially be guided on how to divide the number line considering the denominators of the given fractions. To do this, the teacher may elucidate the following concepts:

The unit in the number line should be divided equally by the given denominator. For instance, if the fraction is  $\frac{6}{10}$ , the number line from 0 to 1 must be divided into ten equal parts.

When dealing with proper fractions, they should be positioned between 0 and 1 on the number line. Conversely, if it is an improper fraction or a whole/mixed number, the

### DAY 3

## SUB-TOPIC 2: Modelling equivalent fractions using fraction strips/bars, fraction disks/circle, and number line

### 1. Explicitation

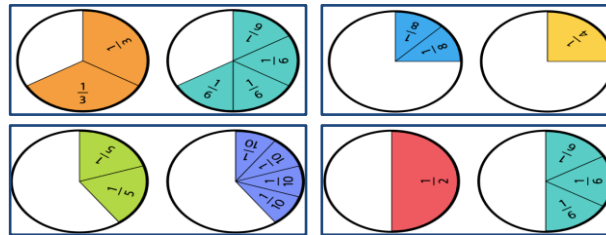
#### Matching Fraction Twin Cards

The teacher will place fraction cards with the illustrations/models under the pupils' chairs. The pupils who find a fraction card under their chairs will find their match by looking for a classmate holding a fraction card with the same value. Those who found their twin card will be asked to stay in front to introduce their fraction cards. After the introduction, the twin cards will be posted on the board.

For the introduction, the pupils will show their fraction cards and say:

*I am  $\frac{2}{3}$  and I am  $\frac{4}{6}$ . We are fractions with the same value or quantity.*

Below are the models found on each of the fraction cards:



To process the activity, the teacher will ask the following questions:

1. What have you noticed with the denominators of each pair of fractions? They have different denominators.
2. What have you noticed with their numerators? They have different numerators.
3. How were you able to identify your twin fractions? I looked for fractions with the same size. Checking which fraction discs overlap.
4. What do you call fractions with the same size?

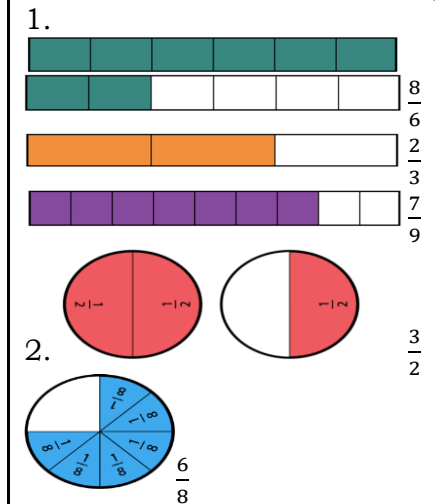
**Equivalent fractions** are fractions with different numerators and denominators but represent the same fraction. From the given examples, it can also be noticed that **equivalent fractions come from the same whole**. Let us have more examples using other visual representations.

fraction should be placed at one or beyond.

Below are the procedures for plotting fractions on the number line:

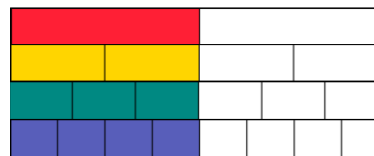
1. Draw a number line.
2. For proper fractions, mark the points 0 and 1. If the given is a mixed number or improper fraction, mark the points beyond 1.
3. Divide the number line into equal parts following the denominator of the fraction.
4. Starting from 0, count to the right the number of parts following the numerator.
5. Mark the point on the number line.

#### Answers for Lesson Activity:



## 2. Worked Example

**Example 1:** Show the diagram to the students. It may be drawn on a cartolina or may use PowerPoint presentation.



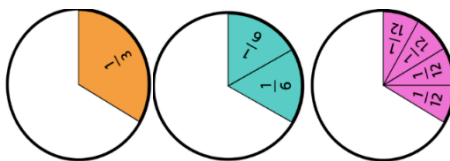
### Ask the following questions:

- What fraction does each shaded part represent?  
Answer:  $\frac{1}{2}$ ,  $\frac{2}{4}$ ,  $\frac{3}{6}$ , and  $\frac{4}{8}$
- What did you notice on the size of each shaded part?  
Answer: the same or equal
- How do you call fractions that name or represent the same fraction?  
Answer: equivalent fractions
- Draw another strip below the diagram to represent another fraction equivalent to  $\frac{1}{2}$ ,  $\frac{2}{4}$ ,  $\frac{3}{6}$ , and  $\frac{4}{8}$ .  
Answers may vary.

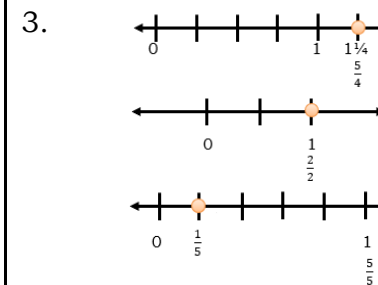
**Example 2:** This could be done using paper folding. Give each pupil circular pieces of papers of the same size. Ask them to fold it (circular paper) into:

- 2 parts
- 4 parts
- etc.

Asking the pupils to color each part to name a fraction is highly recommended. This will allow them to better understand the concept of equivalent fractions. Below are examples of shaded circles representing equivalent fractions.



- $\frac{1}{3}$  - The same whole is divided into three equal parts, and 1 part is shaded.
- $\frac{2}{6}$  - The whole is divided into six equal parts, and two are shaded.
- $\frac{4}{12}$  - The same whole is divided into 12 equal parts, and four parts are shaded.



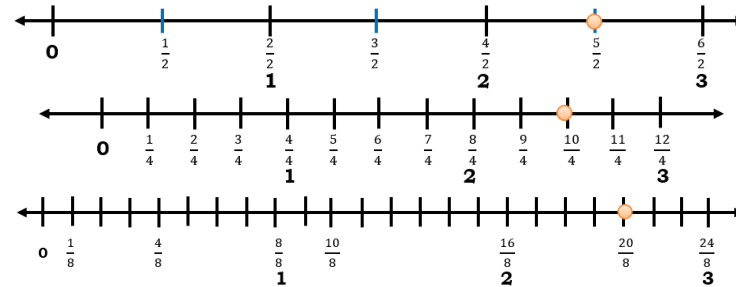
- $\frac{10}{6}, \frac{3}{3}, \frac{1}{4}$
- $\frac{3}{2}, \frac{4}{4}, \frac{4}{10}$

Remember that starting with models helps enhance pupils' conceptual understanding of fraction equivalence. The teacher must ensure pupils have a conceptual understanding before proceeding to procedural understanding.

To implement the activity on Matching Fraction Twin Cards, the teacher needs to place the cards under the chairs before the schedule of Mathematics class.

The fraction cards should contain illustrations/models of fractions without label/name of fraction yet. For the given sample fractions, eight cards will be used which contain 1 fraction circle each. You may add more examples and use visual

The same line of questioning used in the previous example (example 1) may be applied. Let us have another example.



$\frac{5}{2}$  - The number line shows whole numbers 0 – 3. Each part is divided into two equal parts from one whole number to the next. Hence, the number line shown is divided into a total of 6 parts. The 5th part represents the fraction.

$\frac{10}{4}$  - The number line shows whole numbers 0 – 3. Each part is divided into four equal parts from one whole number to the next. Hence, the number line shown is divided into 12 parts. The 10th part represents the fraction.

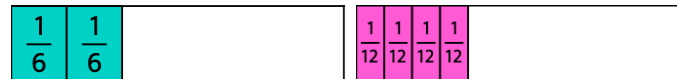
$\frac{20}{8}$  - The number line shows whole numbers 0 – 3. Each part is divided into eight equal parts from one whole number to the next. Hence, the number line shown is divided into 24 parts. The 20th part represents the fraction.

Therefore,  $\frac{5}{2}$ ,  $\frac{10}{4}$ , and  $\frac{20}{8}$  are equivalent fractions. They have different numerators and denominators. They are dissimilar fractions. Also, they come from the same whole.

The teacher will ask the pupils to **model** the following using fraction strips/bars, fraction circles/disks, and number lines.

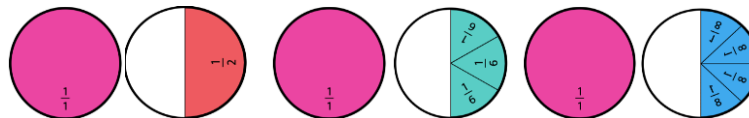
a.  $\frac{2}{6}, \frac{4}{12}$

(fraction strips/bars)



b.  $1\frac{1}{2}, 1\frac{4}{8}, 1\frac{3}{6}$

(fraction circle/disks)



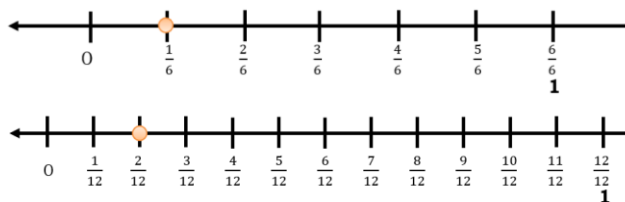
representations other than fraction circles. If so, it is highly suggested that the same visual representation be used for the entire set of examples. This ensures that the pupils understand the concept of equivalence rather than only matching the fractions with the same visual representation.

Since it is through modeling that the pupils will learn equivalent fractions, cut outs or illustrations showing the same size should be used.

Understanding the concept of equivalent fractions can be achieved by requiring pupils to see fraction strips(models) that overlap- which means they have the same size.

This should be elicited from the pupils as guided by the teacher.

c.  $\frac{1}{6}, \frac{2}{12}$   
(using number line)



#### DAY 4

### 3. Lesson Activity

Choose from the box the fraction/s equivalent to the given fraction. Then, draw each of them using either fraction strips/bars, fraction disks/circle, or number line. Use the table provided to organize your answers.

|               |                |                 |                |               |               |
|---------------|----------------|-----------------|----------------|---------------|---------------|
| $\frac{3}{2}$ | $\frac{8}{10}$ | $\frac{10}{12}$ | $\frac{3}{12}$ | $\frac{4}{6}$ | $\frac{1}{4}$ |
|---------------|----------------|-----------------|----------------|---------------|---------------|

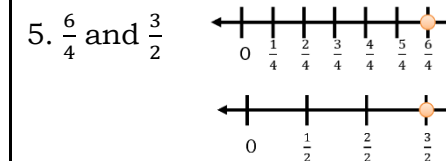
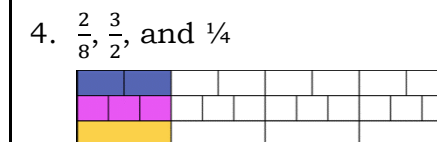
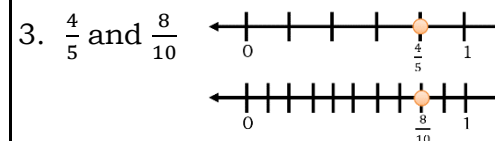
| No. | Fraction Model to be used | Given Fraction          | Equivalent Fraction |
|-----|---------------------------|-------------------------|---------------------|
| 1   | Fraction disks/circles    | $\frac{2}{3}$<br>Model: | _____ Model:        |
| 2   | Fraction bars/strips      | $\frac{5}{6}$<br>Model: | _____ Model:        |
| 3   | Number line               | $\frac{4}{5}$<br>Model: | _____ Model:        |
| 4   | Fraction bars/strips      | $\frac{2}{8}$<br>Model: | _____ Model:        |
| 5   | Number line               | $\frac{6}{4}$<br>Model: | _____ Model:        |

This should be elicited from the pupils as guided by the teacher.

Options:

- Draw on a sheet of paper
- Call volunteers to draw on the board
- Use manipulatives and model them to the class (fraction disks and strips)

### Answers for the Lesson Activity



|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                     |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>D. Making Generalizations</b></p> | <p><b>1. Learners' Takeaways</b><br/>To summarize their learning, the pupils will be asked to complete the graphic organizer. Fill in the missing words to complete the statements.</p> <p style="text-align: center;"><i>I learned that...</i></p> <p><b>2. Reflection on Learning</b><br/><i>On the importance understanding the content of the lesson</i></p> <ul style="list-style-type: none"> <li>How can the lesson on modeling dissimilar and equivalent fractions be valuable in one's daily life? Give instances when these lessons can be of help to you.</li> </ul> <p><i>On the values related to Fairness, Equality, and Diversity</i></p> <ul style="list-style-type: none"> <li>When you want to share your chocolates equally with your friends, what do you do to ensure everyone gets a fair portion?</li> <li>What do you do to ensure that every member is given the same opportunity to speak or share his/her thoughts during a group activity?</li> <li>Cite instances or situations where you show respect for those with varying opinions.</li> </ul> <div data-bbox="1182 151 1630 715"> </div> | <p>The teacher may relate equivalent fractions with fair sharing, equality, and diversity.</p> <p>The teacher may ask the pupils to reflect on the following and share their thoughts in class.</p> |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION |                                                                                                                                                                                                                                                                                                      | NOTES TO TEACHERS                                                                                                            |
|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <p><b>A. Evaluating Learning</b></p>                                   | <p><b>DAY 5</b></p> <p><b>1. Formative Assessment</b><br/>Draw/Model the fractions using fraction bars/strips, fraction circles/disks, and number lines. Then, determine whether these fractions are equivalent or not. Put a check (/) if the fractions are equivalent and (x) if they are not.</p> | <p><b>Answers to the Formative Assessment:</b></p> <p>1. Not Equivalent (x)</p> <div data-bbox="1668 1212 1899 1444"> </div> |

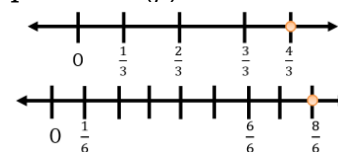
| No. | Fraction                                  | Fraction Model               | Equivalent/<br>Not Equivalent |
|-----|-------------------------------------------|------------------------------|-------------------------------|
| 1   | $\frac{2}{12}, \frac{3}{8}, \frac{6}{5}$  | Using Fraction Circles/Disks |                               |
| 2   | $\frac{7}{10}, \frac{4}{5}, \frac{9}{12}$ | Using Fraction Strips/Bars   |                               |
| 3   | $\frac{4}{3}, \frac{8}{6}$                | Using Number Line            |                               |
| 4   | $\frac{10}{15}, \frac{2}{3}, \frac{4}{6}$ | Using Number Line            |                               |
| 5   | $\frac{3}{6}, \frac{3}{8}, \frac{3}{2}$   | Using Fraction Disks/Circles |                               |

## 2. Homework (Optional)

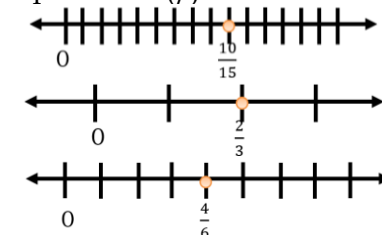
### 2. Not Equivalent (x)



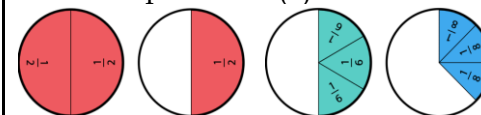
### 3. Equivalent (/)



### 4. Equivalent (/)



### 5. Not Equivalent (x)



## B. Teacher's Remarks

Note observations on any of the following areas:

### Effective Practices

### Problems Encountered

**strategies explored**

**materials used**

**learner engagement/  
interaction**

**others**

The teacher may take note of some observations related to the effective practices and problems encountered after utilizing the different strategies, materials used, learner engagement, and other related stuff.

Teachers may also suggest ways to improve the different activities explored/lesson exemplar.

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                       |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>C. Teacher's Reflection</b> | <p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> <li>• <u>principles behind the teaching</u><br/><i>What principles and beliefs informed my lesson?</i><br/><i>Why did I teach the lesson the way I did?</i></li> <li>• <u>students</u><br/><i>What roles did my students play in my lesson?</i><br/><i>What did my students learn? How did they learn?</i></li> <li>• <u>ways forward</u><br/><i>What could I have done differently?</i><br/><i>What can I explore in the next lesson?</i></li> </ul> | <p>Teacher's reflection in every lesson conducted/facilitated is essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.</p> |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|