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| Description: DEPED-NEW_e78wysqt  **GRADES 1 to 12**  **DAILY LESSON LOG** | **School:** |  | **Grade Level:** | **VI** |
| **Teacher:** |  | **Learning Area:** | **MATHEMATICS** |
| **Teaching Dates and Time:** | **(WEEK 1)** | **Quarter:** | **1st  Quarter** |

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | | **FRIDAY** |
| ***I. OBJECTIVES*** |  |  |  |  | |  |
| **A. Content Standard** | The learner demonstrates understanding of the four fundamental operations involving fractions and decimals. | | | | | |
| **B. Performance Standard** | The learner is able to apply the four fundamental operations involving fractions and decimals in mathematical problems and real-life situations. | | | | | |
| **C. Learning Competencies / Objectives** | Adds and subtracts simple fractions and mixed numbers without and with regrouping  **M6NS-Ia-86** | Adds and subtracts simple fractions and mixed numbers without regrouping  **M6NS-Ia-86** | Adds and subtracts simple fractions and mixed numbers  with regrouping  **M6NS-Ia-86** | Solve routine and non-routine problems involving addition and/or subtraction of fractions using appropriate problem-solving strategies and tools.  **M6NS-Ia-87.3** | | Creates problems (with reasonable answers) involving addition and/or subtraction of fractions **M6NS-Ia-88.3** |
| ***II. CONTENT*** |  |  |  |  | |  |
| **III. LEARNING RESOURCES** |  |  |  |  | |  |
| 1. **References** |  |  |  |  | |  |
| **1. Teacher’s Guide pages** | Lesson Guide in Mathematics 6 (Ateneo) p. 189-194 | Math 6 TG p 3-7 (Q1) | Math 6 TG p. 8-12 (Q1) | Math 6 TG p 13-15 (Q1) | | Math 6 TG p 16-18 |
| **2. Learner’s Materials pages** |  |  |  |  | |  |
| **3. Textbook pages** |  |  |  |  | |  |
| **4. Additional Materials from Learning Resource (LR) Portal** |  |  |  | |  |  | |
| 1. **Other Learning Resources** |  |  |  |  | |  |
| ***IV. PROCEDURES*** |  |  |  |  | |  |
| **A. Reviewing previous lesson or presenting the new lesson** | Review on identifying similar and dissimilar fractions | Review on identifying fractions in simple and mixed forms. | Review on finding the Least Common Multiple (LCM) or Least Common Denominator (LCD). Encourage the pupils to demonstrate speed and accuracy. | Review on adding/subtracting fractions with and without regrouping. | | Review problem solving steps and strategies. Ask the learners to tell what they understand about following essential guide questions to problem solving. |
| **B. Establishing a purpose for the lesson** | Give the class set of fractions written on flashcards. Let them group each set to similar or dissimilar fractions. | Show pictures of rice cake, biko or cassava cake.  Have you eaten a rice cake or a cassava cake? What are the ingredients in cooking these cakes? Let pupils share their experiences in cooking rice and cassava cakes.  20171211_145419-1 | Your friend is sick. You want to visit him/her in their house. You want to bring something upon visitation.  What are the things you might brought to her/him? How are you going to prepare these things? | What do you usually do during your free time? I have here some story problems about how people spend their free time. | | Talk about the uses of water.  How important is the water? What are the things you’ve done in order to save water? Let the pupils share their experiences. |
| **C. Presenting Examples/Instances of new lesson** | Jose jogs regularly. He jogged 1/5 km then he rested for a while. He jogged another 3/5 km then he stopped. How many kilometers did he jogged? | Mimi is good at cooking. Every Saturday, she sees to it that she cooks some rice cakes and cassava cakes to be sold in the community. These cakes use coconut milk. For the rice cake, it need 2 3/4 cups and 1 1/8 cups for cassava cake.  Mimi found out that the cooked rice cake is too sticky so she reduces1 1/2 cups from the original amount of coconut milk. How many cups of coconut milk does she used in the newly baked rice cake?  What do the situation asked for?  How will you solve the problem? | Richiemae visits her sick friend Jay Ann. She brought some fruits to her from their backyard. These are 2 1/4 kg pineapples, 1 1/2 kg mangoes and 1 1/8 kg guavas. How many kilograms did he brought in all?  Richiemae found out that 2 1/2 kg of the fruits were ripe. How many kilograms of fruit are still unripe?  What were the situations asked for? How will you solve the problem? | Justine spends his free time in reading novels. Each day he spends 3/4 hour. A friend came in and he has already read by 2/3 hour. To complete his schedule, how much longer does he need to read?   * What is asked? * What are the given facts? * What operation will be used? Why? * Write the number sentence. * What is the answer? | | Present the table below to the class.  The table shows the number of liters on the daily consume of water by the Masumbid and Latiban families.   |  |  | | --- | --- | | Masumbid Family | 8 1/8 liter | | Latiban Family | 6 3/4 liter |   Based on the table presented, how will you create problems involving addition/subtraction of fractions? |
| **D. Discussing new concepts and practicing new skills #1** | Use strips of paper to show addition.   1. Let the pupils divide the paper into 5 equal parts. Label each part. Shade the needed portion.  |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1/5 | 1/5 | 1/5 | 1/5 | 1/5 |   How many 1/5 are there in 1 whole? | Group Activity  Group the pupils into 4 working teams. Two groups are assigned in each situation. Let them think of ways on how to solve the problem. | Group Activity  Group the pupils into 4 working teams. Two groups are assigned in each situation. Let them think of ways on how to solve the problem. Ask the groups to work cooperatively in finding the answers to the problem. Give them enough time to think and perform the task. | Group Activity  Solve the following problems. Follow the steps in solving words problems.   1. Last week, Roy worked in his backyard garden. If he worked 4 1/3 hours on Saturday and 3 3/4 hours in Sunday. How many hours did he work in two days? 2. Mila gathers fruits and put it all in the basket. In a basket of fruits, 5/9 of the fruits are santol, 1/3 are bananas and the rest are pineapples. What fraction of the fruits are pineapples? | | Group Activity  Group the pupils into four. Each group will create two problems which involve addition/subtraction based on the table presented above. |
| **E. Discussing new concepts and practicing new skills #2** | Show subtraction using strips of paper?  How much longer did Jose jog the second time than the first time?  Write the number sentence: 3/5-1/5=n | Add or subtract the following.  1) 3/8+1/2  2) 5 3/5\_2 1/3  3) 8 2/3\_1/9  4) 2 5/7-1/4 | Solve the following.  1) 1 6/12+2 4/9+2 2/3  2) 3 1/4 -1 1/2  3) 5/20+7 9/10+1 1/2  4) 5 1/8-2 3/4 | Dodong collects marbles and keeps these in the box. 3/10 of the marbles in the box are red and 2/5 of them are blue. If 9/10 of the marbles in the box are red, blue and green, what fraction of the marbles are green? | | After all the groups have presented,  Ask: How did you find the activity?  How did you create problems involving addition/subtraction of fractions?  Expected answers:   * We familiarized our group with the concept of addition and subtraction of fractions * We thought of the problem we want to create. * We read sample problems and studied their solutions. |
| **F. Developing mastery**  (Leads to Formative Assessment | Carlo and Ruben also jog. Carlo jogged 1/2 km and Ruben jogged 1/3 km. How many km did they jogged? Who jogged farther? By how many km?  Show addition and subtraction of fractions using strips of paper. | Find the sum difference/  1) 10 2/3-5 1/4  2) 9 1/2 -2 2/5  3) 6 1/8+1/4  4) 5 5/3-1/3  5) 8 1/6+1/4+1/2 | Add or subtract the following:  1) 2/3+3/4  2) 1 4/9-8/15  3)1/3 + 1 5/8  4) 6 9/12-5/6  5) 9 3/6+4 4/9 | Liza filled 1/4 of the container while Ted added 1/3 of the container with water. What fraction of the container of water must be paired out so the container is half full? | | Create a problem based on this table.   |  |  | | --- | --- | | Feeding Beneficiaries | Rice Consumption | | Kinder pupils | 3 3/4 kg | | Grade 1 pupils | 5 1/8 kg | |
| **G. Finding practical applications of concepts and skills in daily living** | Several pupils of your school were asked about your favorite activity like sports, dance an drama. The graph shows the result.  20171211_143812-1   1. What part of the whole class like sports and dance? 2. Which is liked more by the pupils, sport or drama? By how much? | Your younger sibling cooks rice for supper. For 3 cups of rice he also use 2 cups of water. After the rice was cooked, she notices that the rice was so dry. So she decided to add another 1 cup of water next time.  How much water will you sibling use the next time she will cook rice? | Your class are having a summative test. After checking the test papers, 1/4 of the class have an excellent rate while, 1/2 had a satisfactory rate and another 1/4 had a failing rate. When you subtract those who failed form those who passed, what will be the answer? | Lando spent 2/5 of her money on school supplies and 1/3 of it on his project. What fraction of his money was left? | | Present this table and discuss to pupils how to create and solve the problem.  The table shows the time spent walking of two students from their residence to school.   |  |  | | --- | --- | | Nilda | 2 1/8 hours | | Danny | 1 6/7 hours |   Ask: How many hours do the two walk?  How much longer does Danny need to be the same as Nilda? |
| **H. Making generalizations and abstractions about the lesson** | How do we visualize addition and subtraction of fractions? | Lead the class to give generalizations by asking: How do we add/subtract dissimilar fraction without regrouping? | Guide the pupils to give generalizations by asking: How do we add/subtract dissimilar fraction with regrouping? | Guide the pupils to give generalizations by asking: What are the steps in solving word problems? | | How do you create problems involving addition and subtraction of fractions? |
| **I. Evaluating Learning** | Use a fraction circle. Show the sum of:  1) 1/4+5/4  2) 5/8+13/8  Show the difference of:  3)13/4-9/4  4) 5/6-3/6  5) 5/10-6/10 | Find the sum/difference. Express your answers in lowest terms if needed.  1) 1/5+1/6+1/2  2)5 7/9-2/3  3)5 1/2-2 1/4  4)4 3/4+1 1/6  5) 4/5-1/3 | Find the sum/difference. Express your answers in lowest term if needed.  1) 2 1/2-1 2/3  2) 1/2 + 2 3/6  3) 6 2/3-1/4  4) 1/2+1/3+1/4  5) 8 3/10+2 3/5+2 7/12 | Read and solve.  In a science experiment, Carla observes that a bean sprout has grown 1 1/4 cm taller. If the height of the bean sprout was 4 3/10 cm in the last observation, what is its height now?   * What is asked? * What are given? * What operation will be used? * What is the number sentence? * Complete answer | | Using the data bellow, create a one-step word problem involving addition/subtraction of fractions.   |  |  |  | | --- | --- | --- | | Name | Juice prepared | Liters | | Landa | Buko | 2 7/9 | | Roel | Mango | 3 1/3 | | Mila | Pineapple | 4 2/9 | |
| **J. Additional activities for application and remediation** | How many can you do mentally? Record your score.  1) 1/6+3/6+16  2)3/10+2/10+2/10  3) 4/15+3/15  4) 5/5-1/5  7/8-1/8 | Find the sum/difference. Express your answers in lowest terms if needed.  1) 16 1/4 - 13 1/8  2) 2 1/6+1 1/7+3 1/14  3) 1/3+3/10+1/15  4) 6/7-1/2  5) 3 1/16+2 1/8+3 1/4 | Find the sum/difference. Express your answers in lowest term if needed.  1) 3 3/4+2 1/2+3 5/8  2) 13 5/15-2 3/4  3) 5 7/8+4 7/10+ 3 4/5  4) 8 2/9-5 5/6  5) 8 3/10+2 3/5+2 7/12 | Read and solve.  Carlo climbed a coconut tree. He climbed 1/3 of the tree and slipped back 1/4 of the total height. He then climbed 5/12 of the tree again. What part of the tree is Carlo located now?  (Use the steps in solving word problems.) | | Create a one-step word problem involving addition/subtraction of fractions.   |  |  | | --- | --- | | Meat bought by father | Weight | | Pork | 9 1/2 kg | | Beef | 4 1/4 kg | | Dressed chicken | 6 3/4 kg | |
| ***V. REMARKS*** |  |  |  |  | |  |
| ***VI. REFLECTIONS*** |  |  |  |  | |  |
| **A. No. of learners who earned 80% on the formative assessment** |  |  |  |  | |  |
| **B. No. of learners who require additional activities for remediation who scored below 80%** |  |  |  |  | |  |
| **C. Did the remedial lessons work? No. of learners who have caught up with the lesson** |  |  |  |  | |  |
| **D. No. of learners who continue to require remediation** |  |  |  |  | |  |
| **E. Which of my teaching strategies worked well? Why did this work?** |  |  |  |  | |  |
| **F. What difficulties did I encountered which my principal or supervisor can help me solve?** |  |  |  |  | |  |
| **G. What innovation or localized materials did I use/discover which I wish to share with other teachers?** |  |  |  |  | |  |