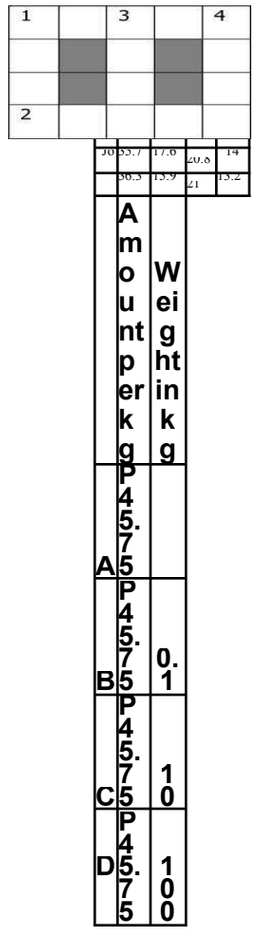
GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	VI
	Teacher:	File created by Ma'am BELLA D. SULTAN	Learning Area:	MATHEMATICS
	Teaching Dates and Time:	SEPTEMBER 19 – 23, 2022 (WEEK 5)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards		The learner demonstrates understanding of the four fundamental operations involving fractions and decimals.			
B. Performance Standards		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	**M6NS-Ie-111.3** The learner multiplies decimals and mixed decimals with factors up to 2 decimal places	**M6NS-Ie-111.3** The learner multiplies decimals and mixed decimals with factors up to 2 decimal places	**M6NS-Ie-111.4** The learner multiplies mentally decimals up to 2 decimal places by 0.1, 0.01,10, and 100.	**M6NS-Ie-113.2** The learner solves routine problems involving multiplication of decimals and mixed decimals including money using appropriate problem solving strategies.	**M6NS-Ie-113.2** The learner solves non routine problems involving multiplication of decimals and mixed decimals including money using appropriate problem solving strategies
II. CONTENT	Multiplying Decimals and Mixed Decimals with Factors Up to 2 Decimal Places	Multiplying Decimals and Mixed Decimals with Factors Up to 2 Decimal Places	Multiplying Decimals Up to 2 Decimal Places by 0.1, 0.01, 10 and 100 Mentally	Solving Routine Problems Involving Multiplication of Decimals and Mixed Decimals Including Money Using Appropriate Problem	Solving Non-Routine Problems Involving Multiplication of Decimals and Mixed Decimals Including Money Using Appropriate Problem Solving Strategies
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages					
2. Learner's Materials pages					
3. Textbook pages					
4. Additional Materials from Learning Resources (LR) Portal	MISOSA Module Gr. 5 – Multiplication of Mixed Decimals; Proded Math 36-C: Multiplying Mixed Decimals	MISOSA Module Gr. 5 - Multiplication of Mixed Decimals; Proded Math 36-C: Multiplying Mixed Decimals		NFE A&E Learning Material: Multiplication and Division of Decimals (2001), pp. 17-21	
B. Other Learning Resources					
IV. PROCEDURE					

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A. *Reviewing previous lessons or presenting the new lesson*	The school hosted a singing contest. The scores of two contestants in the Finals are shown in the table below: Answer the following Questions. 1) What is Jo's total score? What is Jen's total score? 2) Who won between Jo and Jen? 3) Flow many more points should the non-winner have scored to tie with the winner?	Flash the following and let each pair show their answers using their drill boards. 2.4 x 6 23.9 x 1.1 8.25 x 0.43 73 x 14.2 23.4 x 1.25 Ask: *How do we multiply decimals and mixed decimals?* *How do you know where to place the decimal point in the product?*	Revisit the previous lesson by giving some examples for the learners to work on. Then ask them to explain how to multiply decimals and mixed decimals. Then, flash the following and let them show their answers using their drill 23 x 1 | 23 x 10 23 x 100 | 23 x 1000 23 x 10 000 Ask: *What is a quick way to get the answer when a whole number is multiplied by 10, 100, or 1000 (or even 10 000)?*	Flash the following and let them show their answers using their drill boards. 10 x 0.56= 4.63 x 0.1 2.36 x 0 .01 0.36 x 0.001 Ask: *How do we multiply decimals and mixed decimals by 10 and 100?* *How do we multiply decimals and mixed decimals by 0.1 and 0.01?*	Let the learners revisit their experiences in the previous lesson. Ask: *How do you know if a given word problem involves multiplying decimals and mixed decimals?* *How do we solve such word problems?*
B. *Establishing a purpose for the lesson*	Ask: Do you know how much we weigh on the Moon? To find out, we need to multiply our weight on Earth by approximately 0.17 so we would know our weight on the Moon Inform the learners that today they will be learning how to multiply decimals and mixed decimals by whole numbers.	Ask: *Who among you do a lot of exercise? What activities do you engage in to make yourself physically fit? Why is it important for us to exercise? What benefits do we get from it?* Inform the learners that today's lesson will help them improve their skills further in multiplying decimals and mixed decimals	Ask: *Have you tried selling items to a junkshop before? What items have you sold? Is it good that we sell items to junkshops? Why?* *Inform the learners that the target for this lesson is for them to multiply decimals mentally not only by 10 and 100, but also by 0.1 and 0.01.*	Ask: Do your parents sometimes ask you to buy goods in a market? What items do you usually buy? How do you feel when your parents ask you to buy something in market? Why is it important to help your parents? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Ask: *Do you find the problem, in the previous lesson interesting and challenging? Have you experienced similar situations in real life?* *Inform the class that the target in this lesson is fo them to develop their skills further in solving word problems involving multiplication of decimal; and mixed decimals*
C. *Presenting examples/instances of the new lesson*	Present this problem. *"Louis, an astronaut, will travel to the moon to do some explorations on its surface. He weighs 63 kg here on Earth. What would be his weight when he lands on the moon?"* Check if they understand the problem (e.g., *What is his weight here on Earth? What is the*	Present this problem. *"Lola Patring keeps her body healthy by walking everyday. She walks at a rate of 25.4 meters per minute. How far can she walk in 4.75 minutes?"* Check if they understand the problem.	Present this situation. *Mang Ambo sold copper wire to the nearest junkshop. The table below shows the packs of copper wires he sold.*	Present the following problem to the class: *"Joan went to the market to buy fish to be cooked by her mother for lunch. She bought 2.5 kilos of tilapia at P110 per kilo. How much did she pay for it?"*	Present the following problem to the class: *The area of a rectangular room is 24 square metres. What could be the possible dimensions of the room?* *Length Width Area*

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	problem asking us to do?). Ask for an estimate of the answer. *Do you think his weight on the moon is more than 10 kg? What is the most it could be? Could it be 12 kg?*	*(What does Lola Patring do to make her body healthy? How far can she walk in a minute? What is the problem asking us to do?)* Ask for an estimate of the answer. Then, let them think about how they can arrive at the exact answer.	Check if they understand the situation. *(How much is 1 kg of copper wire? How will Mang Ambo find the amount he will be paid for each pack?)*	Check if they understand the problem. Ask for clarifications about it. Let them think about how they can arrive at the exact answer. Then, ask for an estimate of the answer	Check if they understand the problem. Ask for clarifications about it
D. Discussing new concepts and practicing new skills #1	Think-Pair-Share Once an estimate is decided on, give each pair time to think about and solve the problem. Then, let them share their solutions with another pair. 63 x 0.17 = 10.71 kg Using only the result of this computation and estimation, let them give the exact answer to each of the following: 6.3 x 0.17 63 x 1.7 0.63 x 0.17 6.3 x 1.7 Ask: How did you know where to place the decimal point in each *product?*	Think-Pair-Share Once an estimate is decided on, let them solve the problem with a partner. Then, let them share their solutions with the class. *25.4 x 4.75 = 120.65 m* Ask: *What do you notice between the number of decimal places in the factors and the number of decimal places in the product? When do you drop zeros in a decimal product?*	Let them find how much Mang Ambo will be paid for each pack. Focus on Packs C and D. Ask if they see any pattern. 45.75 x 10 = 457.5 45.75 x 100 = 4 575 Ask: When you multiply a decimal by 10 or 100, what do you notice about the multiplicand and the product? What do you observe about their digits? Provide more examples of multiplying decimals by 10 and 100. Ask: When you multiply a decimal by 10 or 100, what is a quick way to get the answer?	Let them work on this problem in pairs. Emphasize the use of Polya's 4 steps: Understand Plan, Solve, and Check. Encourage them to use any appropriate strategy that will help them solve the problem. Afterwards, let them display and explain their solutions to the class	Let them work on this problem in small groups. Emphasize the use of Polya's 4 steps: Understand, Plan, Solve, and Check. Encourage them to use any appropriate strategy that will help them solve the problem. Afterwards, let them display and explain their solutions to the class. *Some possible answers:* Length | Width | Area 3 m | 8 m | 24 m 2.4 m | 10 m | 24 m 7.5 m | 3.2 m | 24 m
E. Discussing new concepts and practicing new skills #2	Find each product. Example: 3.04 x 0.6 (see also Proded Math 36-C, pp. 5-7) Ask: *How does multiplying decimals compare with multiplying whole numbers?*	Post the following situation. Fred and Perry are shown the following statement: 308 x 10.25 = Fred thinks that the exact answer can be read up to the ten thousandths place. But, Perry thinks it would be easier to read it until the hundredths place only. Which of them is correct? Why?	Focus on Packs A and B. Ask if they see any pattern. *45.75x 01 = 4.575* *45.75 x 001 = 0.4575* Ask: *When you multiply a decimal by 0.1 or 0.01, what do you notice about the multiplicand and the product? What do you observe about their digits?* Provide more examples of multiplying decimals by 0.1 and 0.01.	Read, analyze and solve. *Mother bought 15.75 kilos of flour for making trays of polvoron. If each kilo of flour costs P45.50, how much did she pay for it?* Let them present their solutions and explain why they think their answer is accurate. Point out the importance of following the four steps when solving word problems.	. Ask: *How is this problem similar to/different from the problems we solved yesterday?* *What makes this problem challenging?*

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F. Developing Mastery	Encircle the statement that gives the greater product. Examples: 1) 0.29 x 0.8 0.92 x 0.08 2) 5.4 x 0.17 0.45 x 7.1	In this number puzzle, the number in each square is the product of the numbers in the circles on either side of the square. Complete the puzzle .	Complete the following puzzle.  ACROSS 1) 1.436 x 100 2) 45.38 x 10 DOWN 1) 164 x 0.1 3) 10 x 3.83	Read, analyze, and solve this problem. *The classroom is 12.5 meters long and 7.25 meters wide. What is its area?* *[You may add more word problems. See NFE A&E Learning Material: Multiplication and Division of Decimals (2001), pp. 17-18]*	Replace each letter with a numeral that will make the following computation true. 3 . A 4 x B . C C . A B

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			4) 62.8 x 0.1		
G. *Finding practical applications of concepts and skills in daily living*	*A student assistant in a university earns P35 per hour. The table below shows the number of hours she worked each day during a certain week.* *How much did she earn each day?* *How much did each earn in that week?*	*Mother bought 10.5 kilos of sugar at P52.95 a kilo. How much did she pay for it?* Ask the learners to think of other situations wherein multiplying decimals would be useful to them.	*Mang Ambo found out that another junkshop buys copper wire at P48.5 per kg. How much more could he have earned if he sold his 4 packs of copper wire to this junkshop than the other one?* Ask: *When is it useful to compute products mentally?*	Ask the learners to think of situations outside the school wherein multiplying decimals would be useful to them	Point out that there are problem situations in the real world that they will find to have no clear pat to an answer. Ask them why it is important for them to be capable of solving different types of problems.
H. *Making generalizations and abstractions about the lesson*	How do we multiply decimals and mixed decimals? How do you know where to place the decimal point in the product?	How do we multiply decimals and mixed decimals? How do you know when to annex or drop zeros in the decimal product?	How do we multiply a decimal by 10 or 100? What is a quick way to get the answer mentally? How do we multiply a decimal by 0.1 or 0.01? What is a quick way to get the answer mentally?	How do we solve word problems involving multiplication of decimals and mixed decimals? (Referring to Polya's 4 steps) Why is each step important in problem solving?	How do we solve word problems involving multiplication of decimals and mixed decimals? (Referring to Polya's 4 steps) Why is each step important in problem solving?
I. *Evaluating learning*	Complete each statement. 1) The product of 2.5 and 3.45 is . 2) 18.72 times 2.9 is. 3) 2.35 x 1.6 = . 4) 24.56 multiplied by 3.5 is equal to. 5) When 3.57 is multiplied by 14.2, the number of decimal places in the product is because	A swimmer can swim 50.2 meters in 1 minute. How far can he swim in: 1) 0.5 minute? 2) 1.25 minutes? 3) 3.75 minutes? 4) 10.25 minutes? 1) half an hour	Find the product mentally. 1) 8.4 x 10 2) 4.35 x 0.1 3) 134.23 x 0.01 4) 0.24 x 100 5) 1.23 x 0.1	Read, analyze and solve. Show your complete and neat solution. *Jason earns P380.65 daily. His sister earns 1.5 times what he earns daily. How much does his sister earn in a day?* *(You may add more.)*	Read, analyze and solve. Show your complete and neat solution. Emily plans to make a 4.5m-by-4.5m square garden in her backyard. But due to lack of space, she decides to make it rectangular instead, whil covering the same area. What could be the possible dimensions of *her garden?*
J. *Additional activities for application or remediation (Assignment)*	Put the decimal point in the correct place in the product. 1) 1.2 x 6 = 7 2 2) 12.4 x 0.78 = 9 6 7 2 3) 3.34 x 1.4 = 4 6 7 6 4) 2.3 x 12.3 = 2 8 2 9 5) 2.34 x 1.23 = 2 8 7 8 2	Read, analyze, and solve each problem. Show your complete and neat solution. 1) In April, a small business establishment spent an average of P175.25 daily on electricity. How much did it pay for	Complete each table by following the rule. Rule: Multiply by 0.1 Input | Output 0.5 | 7.12 | 6.3 |	[See NFE A&E Learning Material: Multiplication and Division of Decimals (2001), pp. 19-21]	Luis has P25, made up o' 10-centavo and 25- centavo coins. How man' of each kind could he possibly have?

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<tr><th></th><th>MONDAY</th><th>TUESDAY</th><th>WEDNESDAY</th><th>THURSDAY</th><th>FRIDAY</th></tr>
<tr><td></td><td>Use the table below to find the amount to be paid for the given number of each item.</td><td>electricity during that month?
2) A carpenter is computing for the area of each room in the house that they are constructing. Help him complete the table below.<table><tr><th>length</th><th>width</th><th>Area</th></tr><tr><td>5.45 m</td><td>3.2 m</td><td></td></tr><tr><td>10.2 m</td><td>4.1 m</td><td></td></tr><tr><td>6.75 m</td><td>5.61 m</td><td></td></tr><tr><td>10.75 m</td><td>6.32 m</td><td></td></tr><tr><td>4.32 m</td><td>3.12 m</td><td></td></tr></table></td><td><table><tr><td>48.9</td><td></td></tr><tr><td>19.07</td><td></td></tr></table>
(Do this also for multiplying by 0.01, 10 and 100.)</td><td></td><td></td></tr>
<tr><td>V. REMARKS</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>VI. REFLECTION</td><td></td><td></td><td></td><td></td><td></td></tr>
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A. No. of learners who earned 80% of the formative assessment					
B. No. of learners who require additional activities for remediation					
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 these work?					
F. What difficulties did I encounter 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?*					