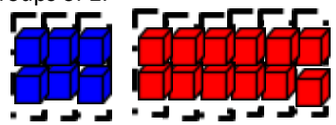
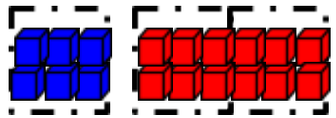
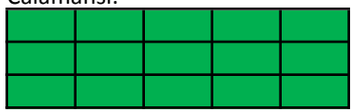
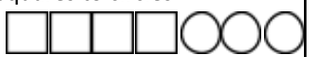
GRADES 1 to 12 DAILY LESSON LOG	School:	DepEdClub.com	Grade Level:	VI
	Teacher:	File created by Sir RAYMOND GERARD C. JORIGUE	Learning Area:	MATHEMATICS
	Teaching Dates and Time:	SEPT. 30 – OCT. 4, 2024 (WEEK 1)	Quarter:	2ND QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standard	The learner demonstrate understanding of order of operations, ratio and proportion, percent, exponent, and integers				
B. Performance Standard	The learner is able to apply knowledge of order of operations, ratio and proportion, percent, exponent, and integers in mathematical problems and real-life situations				
C. Learning Competencies / Objectives	1) The learner expresses one value as a fraction of another given ratio and vice versa **M6NS-IIa-129** 2) Find How many times one value is as large as another given their ratio and vice bersa **M6NS-IIa-130** 3) Define and Illustrate the meaning of ratio using concrete or pictorial models **M6NS-IIa-131**				
II. CONTENT	Content is what the lesson is all about. It pertains to the subject matter that the teacher aims to teach. In the CG, the content can be tackled in a week or two.				
	Lesson 1: The Concept of Ratio				Summative Test
III. LEARNING RESOURCES	List the materials to be used in different days. Varied sources of materials sustain children's interest in the lesson and in learning. Ensure that there is a mix of concrete and manipulative materials as well as paper-based materials. Hands-on learning promotes concept development.				
A. References					
1. Teacher's Guide pages	pp. 26 - 28	pp. 26 - 28	pp. 26 – 28	pp. 26 - 28	
2. Learner's Materials pages	p. 86			pp. 84 - 86	
3. Textbook pages	Math for Everyday Use 6 p.129				
4. Additional Materials from Learning Resource (LR) Portal					
B. Other Learning Resources	Discover Math 5 pp. 83 – 89 Lesson Guide in Mathematics 6 (Ateneo) pp. 289 - 293	Lesson Guide in Mathematics 6 (Ateneo) pp. 293 - 297	Discover Math 5 pp. 90 - 91	Growing up with Math 6 pp. 130 -133	Test Notebook
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Look around your room. What are the things you find inside?	Have a short review on equivalent fractions		Ask: What is a ratio?	
B. Establishing a purpose for the lesson	Let the pupils count the number of boys and number of girls inside the classroom.	Ask the pupils about their favorite drink for snacks. Tell them that Calamansi Juice is good because of its nutritious value.	Present the picture on the board: Ask: What is the ratio of the number of blue cubes to the number of red cubes? (6:12)	Say: Today we are going to differentiate ratio from rate.	Prepare the pupils by giving them the standards in taking the test.

C. Presenting Examples/Instances of new lesson	Guide the pupils to show the relationship of the number of boys to the number of girls. Ask: How will they write the comparison of the number of boys to the number of girls using fraction? Is there another way of writing it? How?	Present this problem: Mother is preparing Calamansi Juice: a) For each glass of Calamansi Juice, 5 pieces of Calamansi are needed. b) If she makes 2 glasses, how many pieces of calamansi are needed? c) If she makes 3 glasses, how many pieces of calamansi are needed? Analyze the problem by asking the following questions: a) What is asked? b) What are the given facts? What strategies may be used to answer the problem? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Let us now place the cubes in groups of 2.  What is the ratio? (3:6) Place the cubes in groups of 3 What is the ratio? (2:4) Finally, group them into 6s.  What is the ratio? (1:2) Say: 6:12, 3:6, 2:4 and 1:2 are called Equivalent Ratios. 1:2 is the ratio in the Simplest Form	Use two columns (yes and no) In YES column, present examples of ratio while in the NO column are examples of rate. Lead the pupils in differentiating ratio from rate.	Post the questions to the board.
D. Discussing new concepts and practicing new skills #1	Mrs. Tan bought 2 bags of mangoes and 3 bags of avocados. All bags had the same number of fruits. (Present this problem using a picture and let the pupils count and show the relationship) The ratio of the number of bags of mangoes to the number of bags of avocados is 2:3	Illustrate the problem using blocks. a) Glass: Calamansi: b) Glass: Calamansi: c) Glass: 	Take a look at the ratio 12:8. How do we write it in simplest form? Step 1: Divide 12: 8 by the common factor 2 to get 6:4 Step 2: Divide 6:4 by the common factor 2 to get 3:2 12:8 ÷ 2 ÷ 2 6:4 ÷ 2 ÷ 2 3:2	Present this example: Joshua scored 168 points in 7 basketball games. Express in lowest terms, the average rate of the number of points that Joshua scored in every game. Rate = $\frac{168\ points}{7\ games} = \frac{24\ points}{1\ game}$ = 24 points per game.	

		Calamansi: 	The ratio 3:2 cannot be divided exactly by a common factor to get another equivalent ratio. Thus, 3:2 is the ratio in Simplest Form		
E. Discussing new concepts and practicing new skills #2	Ivy has some yellow and red beads. (Present this using blocks) Yellow Beads: Read Beads: Ask: The ratio of the number of read beads to the number of yellow beads is ___:___	Ask: How many pieces of Calamansi are there in a glass of Water in a? ($\frac{1}{5}$ or 1:5) In b? ($\frac{2}{10}$ or 2:10) In c? ($\frac{3}{15}$ or 3:15) Which of these ratios is expressed in lowest term/simplest form? (1:5). Why? Provide similar examples.	Present this example: There are 9 papayas and 15 pineapples. What is the ratio in simplest form? 9:15 ÷3 ÷3 3:5 The ratio of papaya to pineapple is 3:5	Present this problem: Sheena and Nikka joined the ladies' basketball tryout. Sheena scored 34 points in her two games while Nikka scored 51 in her three games. Whose average point per game is higher? Ask the pupils to determine the following. a) Sheena's Average Point in Lowest Term. b) Nikka's Average Point in Lowest Term. c) Compare Sheena's Average Point to Nikka's Average Point.	
F. Developing mastery (Leads to Formative Assessment)	Give the ratio of each of the following orally. 1) Squares to circles  2) Flowers to Leaves (2 flowers and 3 leaves) 3) Books to crayons (4 books and 5 crayons) 4) Basketballs to tennis balls (3 basketballs and 4 tennis balls)	Reduce the following ratios in lowest term. Choose the letter that corresponds to the ratio in simplest form. E = 3:4 I = 1:2 R = 2:9 T = 15:4 G = 1:6 N = 5:6 S = 1:4 4:8 | 15:18 | 30:8 | 18:24 6:27 | 15:20 | 8:32 | 60:16 7:14 | 25:36 | 4:24 | What is the hidden word?	A Volleyball Team won 8 games out of 12 games it played. a) Write the ratio of wins to games played. (2:3) b) Write the ratio of wins to losses. (2:1) c) Write the ratio of losses to games played. (1:3)	Ask the pupils to find the rate: a) If Luisa can type 440 words in 8 minutes, what is her rate of typing? (55 words per minute) b) If 30 green oranges cost Php100, at what rate are the oranges sold? (Php10 for 3 oranges)	

<table>
<tr><td></td><td></td><td>_____
___</td><td></td><td></td><td></td></tr>
<tr><td>G. Finding practical applications of concepts and skills in daily living</td><td>Mother bought a bag of rice and a bag of flour (use picture)

(flour = 3kg and rice = 8kg)

The ratio of the mass of the rice to the mass of the flour is ___:___</td><td>Study the table below and answer the question after it.

<table><tr><th>Things</th><th>Quantity</th><th>Costs</th></tr><tr><td>Stamps</td><td>10</td><td>Php50</td></tr><tr><td>Patches</td><td>15</td><td>Php180</td></tr><tr><td>Bookmark</td><td>20</td><td>Php300</td></tr><tr><td>Diary</td><td>12</td><td>Php300</td></tr></table>
In simplest form, express the following ratio of:
a) stamps to patches
b) bookmark to patches
c) diary to patches
d) bookmark to stamps
e) diary and stamps</td><td>In a Grade VI Mathematics class, there are 27 boys and 21 girls.

a) Write the ratio of boys to girls. (9:7)
b) Write the ratio of girls to boys. (7:9)
c) Write the ratio of girls to the whole class. (7:16)
d) The ratio of boys to the whole class. (9:16)</td><td>Answer the following:

a) An Isuzu vehicle can travel 600 km on 75 liters of gasoline. Write the rate of liters of gasoline used to kilometers traveled.

b) A machine can produce 158 items in 12 minutes. Write the rate of the number of items produced to the number of minutes.</td><td></td></tr>
<tr><td>H. Making generalizations and abstractions about the lesson</td><td>How do we compare the quantities of 2 or more sets of objects?</td><td>Can a ratio be expressed in simplest form? How?</td><td>How do we express ratio in simplest form?</td><td>What is a rate?</td><td></td></tr>
<tr><td>I. Evaluating Learning</td><td>Write a ratio for each of the following.

1) 4 wins and two losses in a basketball.
2) 24 girls to 18 boys.
3) 3 cups of sugar for every 5 cups of flour
4)2 men for every 5 cups of rice
5) 1 book for every 2 pupils</td><td>Reduce these ratios in simplest form.

1) 10:12
2) 9:15
3) 18:24
4) 21:27
5) 40:50</td><td>Write each of the following ratios in simplest form:

1) 12:18
2) 25:10
3) 21:56
4) 20:25
5) 30: 54</td><td>Find the unit rate.

a) 180 kilometers in 3 hours
b) 75 stools in 2 weeks
c) 250 words in 5 minutes
d) Php36 for 8 ballpens
e)Php225 for $2\frac{1}{2}\ kg$ of chicken.</td><td>Answer the test and submit test paper to the teacher.</td></tr>
<tr><td>J. Additional activities for application and remediation</td><td></td><td></td><td></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. REFLECTIONS</td><td colspan="5"></td></tr>
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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?	