GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	VI
	Teacher:		Learning Area:	MATHEMATICS
	Teaching Dates and Time:	JANUARY 4 – 6, 2023 (WEEK 7)	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	Describe the set of Integers **(M6NS-IIg-151** Identify real-life situations that make use of integers **(MGNS-IIg-150**	Compare integers with other numbers such as whole numbers, fractions, and decimals **(M6NS-IIg-152)** Compare and Arrange integers from least to greatest and vice versa **(MGNS-IIh-154**	Describe and Interpret addition of integers using materials such as algebra tiles, counters, chips, and cards **(M6NS-IIh-155)** Perform addition on integers **(M6NS-Iii-156)** Solve routine and non-routine problems involving addition of integers **(M6NS-IIj- 157)**	Describe and Interpret addition of integers using materials such as algebra tiles, counters, chips, and cards **(M6NS-IIh-155)** Perform addition on integers **(M6NS-Iii-156)** Solve routine and non-routine problems involving addition of integers **(M6NS-IIj- 157)**	
II. CONTENT	**Numbers and Number Sense**	**Numbers and Number Sense**	**Numbers and Number Sense**	**Numbers and Number Sense**	**Weekly Test**
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages	21st Century Mathletes 6, pp. 47-50	21st Century Mathletes 6, pp. 47-50	21st Century Mathletes 6, pp. 50-53	21st Century Mathletes 6, pp. 50-53	
2. Learner's Materials pages					
3. Textbook pages	21st Century Mathletes 6, pp. 144-149	21st Century Mathletes 6, pp. 144-151	21st Century Mathletes 6, pp. 152-157	21st Century Mathletes 6, pp. 152-157	
4. Additional Materials from Learning Resource (LR) Portal					
B. Other Learning Resources	Mathletes 6 textbook, video clip, power point presentation	Mathletes 6 textbook, video clip, power point presentation	Mathletes 6 textbook, video clip, power point presentation	Mathletes 6 textbook, video clip, power point presentation	
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Have a drill on comparing the following quantities by writing <or >. 1. P2500.00 pesos savings ___ P1240.00 pesos savings.	Have a drill on comparing the following quantities by writing <or >. 1. P2500.00 pesos savings ___ P1240.00 pesos savings.	Compare the following integers by writing the symbol > or on the line. 1. +13 _____ +8 2. -6 _____ -2 3. +7 _____ -15 4. -1 _____ +9 5. +4 _____ - 4	Compare the following integers by writing the symbol > or on the line. 1. +13 _____ +8 2. -6 _____ -2 3. +7 _____ -15 4. -1 _____ +9	

	2. ½ meter of cloth_____ 2 meters of clothes. Review by arranging numbers according to values. Start from the one that is closest to zero. 1. 2, ¾, 1, 0.5, 7 2. ½, 3, 6, 2/5, 0.75	2. ½ meter of cloth_____ 2 meters of clothes. Review by arranging numbers according to values. Start from the one that is closest to zero. 3. 2, ¾, 1, 0.5, 7 4. ½, 3, 6, 2/5, 0.75		5. +4 _____ - 4	
B. Establishing a purpose for the lesson	Activity Title: "How does your mother budget your family income? Post the following Questions: 1. How much is your family monthly income? Cont. See Guide p. 47	Activity Title: "How does your mother budget your family income? Post the following Questions: 2. How much is your family monthly income? Cont. See Guide p. 47	Mrs. Reyes bought fruits that cost P 700.00 from a wholesaler and sold them in her fruits stand. On Monday, her sales is P800.00 and on Tuesday, P500.00. But on Wednesday, she lose P400.00 because some of the fruits are already rotten. Considering the sales of fruits for the three days, did Mrs. Reyes gain or lose profit?	Mrs. Reyes bought fruits that cost P 700.00 from a wholesaler and sold them in her fruits stand. On Monday, her sales is P800.00 and on Tuesday, P500.00. But on Wednesday, she lose P400.00 because some of the fruits are already rotten. Considering the sales of fruits for the three days, did Mrs. Reyes gain or lose profit?	
C. Presenting Examples/Instances of new lesson	Using the data given by the pupils, choose asset of integers wherein the total amount of expenses is greater than the monthly income. From hence, explain that such situation requires the existence of negative numbers. ● What are negative numbers? ● What are positive numbers? Cont. See guide p. 48	Using the data given by the pupils, choose asset of integers wherein the total amount of expenses is greater than the monthly income. From hence, explain that such situation requires the existence of negative numbers. ● What are negative numbers? ● What are positive numbers? Cont. See guide p. 48	Considering the sales of Mrs. Reyes on the three days, ask the pupils to represent the gain and loss using integers. To determine the total sales means to combine the gains and loss. ● How are we going to combine the gain and loss? ● What is the total sale of fruits of Mrs. Reyes? ● How can we determine if Mrs. Reyes gained or lost money from selling her fruits?	Considering the sales of Mrs. Reyes on the three days, ask the pupils to represent the gain and loss using integers. To determine the total sales means to combine the gains and loss. ● How are we going to combine the gain and loss? ● What is the total sale of fruits of Mrs. Reyes? ● How can we determine if Mrs. Reyes gained or lost money from selling her fruits?	
D. Discussing new concepts and practicing new skills #1	Discuss that real-life situations can be represented by integers. See guide p.48	Discuss that real-life situations can be represented by integers. See guide p.48 Original File Submitted and Formatted by DepEd Club	Deepening Let the pupils determine how to combine integers by studying the given examples below: 1. (+4) + (+3)= (+7)	Deepening Let the pupils determine how to combine integers by studying the given examples below:	

		Member - visit depedclub.com for more	2. (-4) + (-3)= (-7) See Guide Mathletes 6 p. 51-52	3. (+4) + (+3)= (+7) 4. (-4) + (-3)= (-7) See Guide Mathletes 6 p. 51-52	
E. Discussing new concepts and practicing new skills #2	Explain the content in their MAthletes textbook pp. 146-149	Explain the content in their MAthletes textbook pp. 146-149	Discuss Explore in their 21st Century Mathletes 6 Textbook pp. 152- 155.	Discuss Explore in their 21st Century Mathletes 6 Textbook pp. 152- 155.	
F. Developing mastery (Leads to Formative Assessment)	Have a Pair Activity Answer Mathletes textbook P. 149	Have a group activity on arranging integers from the least to greatest and vice versa.	Have a Pair Activity to answer the following: 1. 1. (-21)+ (+5) 2. (+47) + (+16) 3. (-72) + (- 38) 4. (-10) + (+87) 5. (+15) + (-56) + (-9)	Have a Pair Activity to answer the following: 1. 1. (-21)+ (+5) 2. (+47) + (+16) 3. (-72) + (- 38) 4. (-10) + (+87) 5. (+15) + (-56) + (-9)	
G. Finding practical applications of concepts and skills in daily living	See Teachers Guide p. 49	Arrange the following integers from the least to the greatest and greatest to the least. 1. 2, -6, - 8, 5, -1, 7, -5 2. 25, -20, 18, 15, -15 3. 40, 41, -20, 25, 30 4. 40, 50, -40, -50, 10	Group Activity Use the 4 step plan to solve the problem. Mt. Everest, the highest elevation in Asia, is 29 028 feet above sea level. The dead sea, the lowest elevation, I 1 312 foot below sea level. What is the sum of these two elevations?	Group Activity Use the 4 step plan to solve the problem. Mt. Everest, the highest elevation in Asia, is 29 028 feet above sea level. The dead sea, the lowest elevation, I 1 312 foot below sea level. What is the sum of these two elevations?	
H. Making generalizations and abstractions about the lesson	How can we describe the set of integers using a number line?	How will you compare integers? How will you arrange integers from the least to the greatest or greatest to the least?	How do we add integers with the same signs? How do add integers with different signs?	How do we add integers with the same signs? How do add integers with different signs?	
I. Evaluating Learning	A. Describe the following set of integers. Write Positive or negative integers. 1. Moving steps forward 2. Going 3 km upstream 3. Going down 3 km downstream 4. Losing weight of 3 kg. 5. Depositing 1000 pesos B. Represent each real-life situation with an integer. See guide p. 49	Arrange the following integers from the least to the greatest. 1. -3, -8, 0, -5, 9, 6 2. -2, 5. 7, -8, -1, -5 3. -11, -5, 8, -1, -5 4. 15, -9, 12, -17, -8, 3 5. 13, 0, -13, 17, -8, 3 Cont. Mathletes Text book p. 150	Add the following integers. 1. (-25) + (+17) 2. (+73) + (-29) 3. (-89) + (-103) 4. (+ 194) + (+57) 5. (-217)+ (+104)	Add the following integers. 1. (-25) + (+17) 2. (+73) + (-29) 3. (-89) + (-103) 4. (+ 194) + (+57) 5. (-217)+ (+104)	

J. Additional activities for application and remediation	Give the opposite of the following: 1. 5 2. -75 3. -10 4. 90 5. 60	Write > or < to make ach statement true. 1. -5 ____ 0 2. 9 ____ -8 3. -7 ____ 7 4. 55 ____ -75 5. -32 ____ -24	Solve each problem. 1. Kris gets on the elevator on the eleventh floor. The elevator goes down two floors and stops. It then continues to go down four more floors where Kris got off. In what floor did he get off the elevator? Cont. refer 21st Century Mathletes 6 textbook p. 156	Solve each problem. 1. Kris gets on the elevator on the eleventh floor. The elevator goes down two floors and stops. It then continues to go down four more floors where Kris got off. In what floor did he get off the elevator? Cont. refer 21st Century Mathletes 6 textbook p. 156	
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?					