

 GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	VI
	Teacher:	File created by Ma'am CHONA E. TIMBOL	Learning Area:	MATHEMATICS
	Teaching Dates and Time:	SEPTEMBER 9 - 13, 2024 (WEEK 7)	Quarter:	1 ST QUARTER

I. OBJECTIVES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A. Content Standards	Demonstrates understanding of the four fundamental operations involving decimals				
B. Performance Standards	Is able to apply the four fundamental operations involving decimals in mathematical problems and real-life situations				
C. Learning Competencies/Objectives	M6NS-Ig-116.3 Divides whole numbers by decimals up to 2 decimal places and vice versa		M6NS-Ig-116.4 Divides decimals/mixed decimals up to 2 decimal places		
II. CONTENT	Dividing whole numbers by decimals up to 2 decimal places and vice versa		Dividing decimals/mixed decimals up to 2 decimal places		
III. LEARNING RESOURCES					
A. References					
1. Teacher’s Guide pages	CG-Mathematics 6 K to 12	CG-Mathematics 6 K to 12	CG-Mathematics 6 K to 12	CG-Mathematics 6 K to 12	CG-Mathematics 6 K to 12
2. Learner’s Materials pages					
3. Textbook pages					
4. Additional Materials from Learning Resources (LR) portal					
B. Other Learning Resources	box, flashcards, activity sheets	flashcards, activity sheets Powerpoint Presentation	activity cards, charts, manila papers, marking pens	flash cards, activity cards, show-me-board	Activity sheets show-me-board
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Dividing whole number by 1-digit divisor	Game- “Number Scramble”	Recall the steps in dividing whole numbers by decimals and vice versa	Drill on basic division facts	Drill-Dividing numbers mentally
B. Establishing a purpose for the lesson	Who has a store? What are the goods that are repacked less than a kilo? Why do you think they are doing it?	What art projects do you do in your MAPEH Class? Do you have fun making them? Do you submit them on time?	Do you have things that you really need to buy? What do you do to buy these things? Why is it important to save?	Who among you owns a lot? How did your parents or family acquired it?	Do you have a lot/farm? How many hectares?

C. Presenting examples/instances of the new lesson	Mother has a small sari-sari store. Every time she buys a 50-kilo cavan of sugar, she repacks it into smaller bags weighing 0.25 kilo. How many small plastic bags are needed by mother?	A long bond paper which is 13 inches in length is equivalent to 33.02 centimeters. If Tony will divide the long bond paper into 2 centimeter strips of paper for his art project, how many strips of paper can he make?	Mario saves his allowance to buy a pair of rubber shoes that costs ₱446.00. If he earns ₱55.75 per week, how many weeks will he need to save?	Mang Vic is a hardworking man who owns six hectares of land in Amadeo, Cavite. In his will, he divided his lot equally among his sons. If each son will get 1.2 hectares, how many sons does the man have?	Mr. Santos owned 35 hectares of farm. He wants to divide it equally his children. If each child will get 2.5 hectares, how many children does Mr. Santos have?
D. Discussing new concepts and practicing new skills #1	a. What is asked in the problem? b. What are the given facts? c. What should be done to solve the problems?	a. What is asked? What are given? b. What operation should you use to solve the problem? Why? c. Let the pupils write the number sentence on the board.	Ask: What is asked? What are given? What operation should you use to solve the problem? Why? Let the pupils write the number sentence on the board	☛ How many hectares has Mang Vic? ☛ How many hectares will each son get? ☛ What is asked in the problem? ☛ What are given to solve the problem? ☛ What operation will you use to solve the problem?	What is asked in the problem? What are given to solve the problem? What operation will you use to solve the problem?
E. Discussing new concepts and practicing new skills #2	Look at equations. Change the divisor to whole number by moving the decimal point 2 places to the right. Annex 2 zeros to the dividend. Then, divide the number as whole number.	Group the pupils into two groups. Give activity cards for them to solve. After 10 min., let them exchange activity cards.	Interactive Modelling Students will be divided into groups of four. Each student will get a different task: divide, multiply, bring down, or subtract. You can assign students groups and tasks, or allow them to choose their own groups and tasks.	Divide the following: a. $2.5 \overline{)175}$ b. $7.2 \overline{)648}$ c. $1.75 \overline{)749}$	Find the quotient. 1) $105 \div 3.5$ 2) $460 \div 2.5$ 3) $324 \div 1.4$
F. Developing mastery (Leads to Formative Assessment 3)	Find the quotient. 1. $0.02 \overline{)64}$	Give the quotient. a) $25 \div 2.5 = N$ b) $39 \div .25 = N$ c) $14.2 \div 3 = N$	Give the quotient. a) $36.2 \div 2.5 = N$ d) $36.3 \div 3.6 = N$ b) $8.4 \div .2 = N$ e) $25.5 \div 1.5 = N$ c) $2.4 \div 1.2 = N$	Divide. (Pair Activity) a) $28 \div 0.5$ b) $42 \div 0.35$ c) $53 \div 1.06$	Divide. a) $8463 \div 2.17$ b) $486 \div 2.84$ c) $136 \div 1.2$
G. Finding practical applications of concepts and skills in daily living	☛ Divide the class into 5 groups ☛ The teacher prepares activity sheets for the groups to work on. ☛ Each group solves within 30 seconds the problem given by the teacher.	Give the quotient. a) $54 \div 0.6 =$ b) $78 \div 1.3 =$ c) $675 \div 4.5 =$	Divide the following mixed decimals by decimal. 1) $3.72 \div .06 =$ 2.) $4.84 \div .21 =$ 3.) $8.82 \div .42 =$	Solve the problem. 1) Mr. Navarro borrowed ₱5,115 from a friend to be repaid at ₱170.50 a week. How long will it take him to repay his friend?	A developer will develop a subdivision in Trece Martires City with an area of 454 865 sq.meters to be subdivided into 72.5 sq.meters per lot. How many lots would there be?
H. Making generalizations and abstractions about the lesson	How do you divide a whole number by a decimal?	How do we divide whole numbers by decimals and vice versa?	How do we divide decimals/mixed decimals up to 2 decimal places?	How do we divide decimals and mixed decimals?	How do we divide decimals and mixed decimals?

I. Evaluating learning	Find the quotient. 1. $1225 \div .0.05 = N$ 2. $480 \div 0.12 = N$ 3. $P16.20 \div 4 = N$	Give the quotient. 1) $37.68 \div 60 =$ 4) $56 \div 12.2 =$ 2) $32.2 \div 20 =$ 5) $80 \div 2.5 =$ 3) $24.2 \div 12$	Choose the letter of the correct answer. 1.) $.24 \div .04 =$ a. 6 b. .6 c. .06 d. .006	Albert cut a bamboo 12 meters long. If he were to cut it into pieces 1.2 meters long, how many pieces of bamboo will there be?	How many pieces of cloth each 4.2 meters long can be cut from a 84-meter piece?
J. Additional activities for application or remediation	Solve the following exercises. 1. $918 \div 0.17 = N$ 2. $324 \div 0.09 = N$ 3. $155 \div 0.25 = N$	Solve. 1. Mang Kanor divided his 32.25 hectares' land to his 3 children. How much land does each children receive?	Solve for N. 1. $25.0 \div 3.0 = N$ 4. $7.50 \div .25 = N$ 2. $36.3 \div 3.3 = N$ 5. $4.80 \div 2.4 = N$ 3. $15.0 \div 1.5 = N$	Divide and check through multiplication. 1) $264 \div 0.06$ 2) $260 \div 0.32$ 3) $672 \div 0.8$	Divide and check through multiplication. 1) $1219 \div 0.53$ 2) $546 \div 1.5$ 3) $780 \div 2.5$
V. REMARKS					
VI. REFLECTION					
A. No. of learners who earned 80% in the evaluation					
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?					