GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	VI
	Teacher:		Learning Area:	MATHEMATICS
	Teaching Dates and Time:	(WEEK 6)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	The learner demonstrates understanding of the four fundamental operations involving decimals				
B. Performance Standards	The learner is able to apply the four fundamental operations involving decimals in mathematical problems and real-life situations.				
C. Learning Competencies/ Objectives	**M6NS-If-113.3** The learner solves multi-step problems involving multiplication and addition or subtraction of decimals and whole numbers including money using appropriate problem solving strategies and tools.	**M6NS-If-113.3** The learner solves multi-step problems involving multiplication and addition or subtraction of decimals, mixed decimals and whole numbers including money using appropriate problem solving strategies and tools.	**M6NS-If-113.3** The learner solves multi-step problems involving multiplication and addition or subtraction of decimals, mixed decimals and whole numbers including money using appropriate problem solving strategies and tools.	**M6NS-If-114** The learner creates problems (with reasonable answers) involving multiplication without addition or subtraction of decimals, mixed decimals and whole numbers including money.	**M6NS-If-114** The learner creates problems (with reasonable answers) involving multiplication with addition or subtraction of decimals, mixed decimals and whole numbers including money.
II. CONTENT	Solving Multi-Step Problems Involving Multiplication and Addition or Subtraction of Decimals and Whole Numbers Including Money Using Appropriate Problem Solving Strategies and Tools	Solving Multi-Step Problems Involving Multiplication and Addition or Subtraction of Decimals, Mixed Decimals and Whole Numbers Including Money Using Appropriate Problem Solving Strategies and Tools	Solving Multi-Step Problems Involving Multiplication and Addition or Subtraction of Decimals, Mixed Decimals and Whole Numbers Including Money Using Appropriate Problem Solving Strategies and Tools	Creating problems (with reasonable answers) involving multiplication without addition or subtraction of decimals, mixed decimals and whole numbers including money.	Creating problems (with reasonable answers) involving multiplication with addition or subtraction of decimals, mixed decimals and whole numbers including money.
LEARNING RESOURCES					
A. References					
1. Teacher's Guides					
2. Learner's Material pages					
3. Textbook Pages					
4. Additional Reference from Learning Resource					
2. Other Learning Resources					

III. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Review previous lesson on addition, subtraction and multiplication of decimals.	Let the learners revisit their experiences in the previous lesson. How do you know if multiple steps are required to solve a given word problem? Do you find the problems in the previous lesson interesting and challenging? Have you experienced similar situations in real life?	Review the steps in solving word problems. Let the learners explain why each step is important.	Encourage the learners to hare their problem solving experiences in the previous lessons. Let them point out the importance of learning how to solve word problems.	Ask the learners to show the word problem they created to a partner. Let the partner evaluate their work using a rubric, and suggest revision/s, if necessary.
B. Establishing a purpose for the lesson	Ask: How much allowance do you get from your parents daily? What do you usually buy out of it? When you have extra money left from your allowance, what do you do with it? Is it necessary for us to save money? Why?	Ask: Have you tried buying fruits from a vendor? What fruits do you usually buy? Is it important for us to eat fruits? Why?	Inform the class that the target in this lesson is for them to develop their skills further in solving word problems involving multiplication and addition or subtraction of decimals, mixed decimals and whole numbers.	Inform the class that one way to further develop their problem solving skills is to create their own word problems. Ask: How often do you spend time with your family? Where do you usually go? What activities do you do together? Is it important that we spend quality time with our family? Why?	Inform the class that they will again be creating word problems in the lesson, but this time combining multiplication with addition and/or subtraction of decimals, mixed decimals, and whole numbers.
C. Presenting examples/instances of the new lesson	Present the following problem to the class: “Ronald counted seventeen 25-centavo coins from his coin purse this week. If he had a savings of ₱25.00 the previous week, how much money does he have in two weeks?” Let the learners analyze and make clarifications regarding the problem.	Present the following problem to the class: “A vendor bought three watermelons weighing 2.8 kg, 3.2 kg, and 2.9 kg to be sold in the nearby community. If each kilogram costs ₱28.00, how much did he pay in all?” Let the learners analyze and make clarifications regarding the problem.		Present the following problems to the class. “The Perez Family will spend their vacation in Baguio City. How much did he pay in all?” “The Perez Family will spend their vacation in Baguio City. Mr. Perez loaded 40 liters gasoline at ₱40.15 per liter.” Ask: Can you solve the problems? Why or why not?	Present the following problems to the class. “Laure bought 2 shirts at ₱199.75 each and 3 handkerchiefs at ₱49.95 each. How much did she pay for the five items?” Let the learners analyze and solve this problem. Then, divide the class into groups and instruct them to create a word problem similar to this.
D. Discussing new concepts and practicing new skill #1	Divide the class into groups. Emphasize the use of Polya’s 4 steps:	Divide the class into groups. Emphasize the use of Polya’s 4 steps:		Divide the class into groups. Distribute paper strips with the following statements. How much did he pay in all?	After all the groups have finished creating their word problems, let them exchange their work with another group and solve the

	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.	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. Ask: Is there any hidden question that you need to answer first before arriving at the final answer? How do you know that your answer is correct?		Mr. Perez loaded 40 liters of gasoline. The Perez Family will spend their vacation in Baguio City. Each liter of costs ₱40.15 Instruct the groups to form a word problem out of the given statements. Then, let them solve it.	problem assigned to them.
E. Practicing new skills.	Think-Pair-Share "Ronald has twenty 25 centavo coins, while Marvin has ₱6.00. Marvin says he has more money than Ronald. Is this true? Why or why not? Let them explain how they arrived at their answers. Point out the importance of identifying any hidden question/s in a given mathematical problem. Is there a question asking you to solve for the amount Ronald has? Why do we need to solve for it even if it is not being asked?	Think-Pair-Share Another vendor bought three watermelons weighing 2.9 kg, 3.15 kg and 3.25 kg at P35.00 a kilogram. How much change did he get from ₱500.00? Ask: How is this problem similar to/different from the previous problem? What information do we know about this problem? What are we looking for? What operation/s do we need to perform? Let them explain how they arrived at their answers.		Process the activity by asking: What were your thoughts while doing the activity? What did you find easy/challenging in doing the activity? What parts should a word problem have? (set-up, given, question) Group Activity: Create another word problem similar to this. Then solve. "Perez family spend vacation in Baguio City. Mr. Perez loaded 40 liters of gasoline. Each liter costs ₱40.15. How much did he pay in all?"	Think-Pair-Share Create a word problem using the following information: 5.5 kilos of bananas ₱45 per kilo 3.25 kilos of mangoes ₱80 per kilo ₱500.00 supermarket Give each group time to present their word problem. Provide assistance in evaluating their own work.
F. Developing mastery (Leads to Formative Assessment)	Tier 1 Mother has fifty 25-centavo coins. She bought a cup of buko juice for ₱6.00. How much does she have left? Tier 2	Read, analyze and solve. "A store owner paid ₱180.00 for a tray of 30 eggs. At the end of the day, she sold all the eggs at ₱6.50 each. How much profit did she get for selling all the eggs?"		Tier 1 (Structured) Create a similar word problem to this: "Joan bought 5 notebooks at ₱12.75 each. How much did she pay in all?"	Tier 1 (Structured) Create a similar word problem to this: "Gino earns ₱20.50 for selling newspapers and ₱25.00 for selling plastic bottles. If he earns

	Ana gathered thirty 25- centavo coins and forty-five 10-centavo coins whilecleaning their house. How much money did she gather altogether? Tier 3 Leo sold 50 pieces of candies at 75 centavos each and 25 pieces of bond paper at 50 centavos each. How much is his total sale?			Tier 2 (Semi-Structured) Create a word problem that can be solved by the following statement: ₱6.50 x 24= N Tier 3 (Free) Create a word problem about your experience in a store involving multiplication of decimals, mixed decimals and whole numbers, including money.	this amount everyday, how much would he earn in 5 days?" Tier 2 (Semi-Structured) Create a word problem using the given information: 50 candies; 75¢ each; 25 sheets of paper; 50¢ each Tier 3 (Free) Create a word problem set bookstore and involves multiplication with addition or subtraction of decimals, mixed decimals and whole decimals, including money.
G. Finding practical applications of concepts and skills in daily living	Ask the learners to think of situations at home wherein adding, subtracting and multiplying decimals would be useful to them.	Ask the learners to think of situations in a market wherein adding, subtracting and multiplying decimals would be useful to them.	Task: As a sari-sari store owner, you must go to the supermarket to buy goods you need for your store. Here is the pricelist from a supermarket: **Items** **Price** Sardines 12.45 Biscuit 43.75 Detergent Powder 5.30 Toothpaste 31.70 Dishwashing liquid 4.25 Loaf of bread 27.80 Shampoo 57.20 Meatloaf 17.45 Refined sugar(kg) 51.95 Coffee 37.50 If you have ₱5,000 and you must buy at least 5 of each item, what is the greatest number of each item that you can buy so that you get as little change as possible?	Let each group present their output. Ask the other groups to evaluate their work using a rubric. Suggest revision/s, if necessary. Let them point out how being able to construct their own mathematical word problems helps them to further develop their problem solving skills.	Let each group present their output. Ask the other groups to evaluate their work using a rubric. Suggest revision/s, if necessary. Let them reflect on how being able to create their own word problems is useful in real life.

<table>
<tr><td>H. Making generalizations and abstractions about the lesson</td><td>How do we solve word problems involving multiplication and addition or subtraction of decimals?</td><td>How do we solve word problems involving multiplication and addition or subtraction of decimals?</td><td>If a certain task involves multiplying and adding or subtracting decimals and whole numbers, how would you go about it?</td><td>How can we create word problems? What things do we need to consider?</td><td>How can we create word problems? What things do we need to consider?</td></tr>
<tr><td>I. Evaluating learning</td><td>Read, analyze and solve.

“Racquel has seventy-five 10-centavo coins, while Kaye has one hundred 5- centavo coins. Who has more money and by how much?”</td><td>Read, analyze, and solve.

“Susan bought 3.5 kilos of sugar at ₱40.75 a kilo and a dozen eggs at ₱4.90 each for the cake she will bake. She gave the cashier ₱500.00. How much change did she
receive?”</td><td>Suppose you have ₱20.00 with you. What are the things that you can buy and how much change will you still get?
<table><tr><th>Item</th><th>Price</th></tr><tr><td>Banana cue</td><td>₱7.50</td></tr><tr><td>Candy</td><td>₱0.75</td></tr><tr><td>Buko juice</td><td>₱6.00</td></tr><tr><td>Pugo</td><td>₱1.50</td></tr><tr><td>Lumpia</td><td>₱5.25</td></tr></table></td><td>Create a word problem using the given information. Then, solve it.

₱72.95
6.5 meters
department store
blue cloth</td><td>Create a word problem using the given information. Then, solve it.

a box of milk
₱1300.00
48 cans
₱32.00 each</td></tr>
<tr><td>J. Additional activities for application or remediation</td><td>Read and analyze the problem. Then solve.

“Mario needs to buy a notebook that costs ₱12.00. He already has one 5-peso coin, twenty 25-centavo coins, and thirty 10-centavo coins.
Does he have enough money to buy the notebook? Why?”</td><td>Read and analyze the problem. Then solve.

“Ana rides a jeepney to a town 15 kilometres away. The fare is ₱8.00 for the first 4 kilometers and charges an additional ₱1.50 for every kilometer in excess of 4 kilometers. How much change will she get if she gives the driver a ₱50.00 bill?”</td><td>You have 10 pieces of coins. Find at least 3 possible coin combinations with a total of:
a. ₱50.00
b. ₱110.00
c. ₱152.75</td><td>Tier 1 (Structured)
Create a word problem similar to this:

“A balut vendor bought 120 new duck eggs at P6.75 each. How much did he pay for all the eggs?”

Tier 2 (Semi-Structured)
Create a word problem that can be solved by the following statement:
₱400 x 6.5 = ___</td><td>Tier 1 (Structured)
Create a word problem similar to this:

“Ana rides a jeepney. Thefare is ₱8.00 for the first 4 kilometers and charges additional ₱1.50 for every kilometer in excess of 4 kilometers. How much will she pay if she travels a total of 12 kilometers?”

Tier 2 (Semi-Structured)
Create a word problem that can be shown by the following statement:

500.00 – (3 x ₱35.75 + 5 x₱14.95) = ___</td></tr>
<tr><td>IV. REMARKS</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>V. REFLECTION</td><td></td><td></td><td></td><td></td><td></td></tr>
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1. No. of learners who earned 80% on the formative assessment					
2. No. of learners who require additional activities for remediation					
3. Did the remedial lessons work? No. of learners who have caught up with the lesson					
4. No. of learners who continue to require remediation					
5. Which of my teaching strategies worked well? Why did these work?					
6. What difficulties did I encounter which my principal or supervisor can help me solve?					
7. What innovation or localized materials did I use/discover which I wish to share with other teachers?					