

School:		Grade Level:	VI
Teacher:		Learning Area:	MATHEMATICS
Teaching Dates and Time:	WEEK 7	Quarter:	4 TH QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY		
I. OBJECTIVES							
A. Content Standards	The learner demonstrates understanding	ng of pie graphs and experimental proba	bility.				
B. Performance Standards		The learner is able to create and interpret representations of data (tables and pie graphs) and apply experimental probability in mathematical problems and real-life situations					
C. Learning Competencies/	creates problems that can be answered using information describes the meaning of probability such as 50% chance of rain and one						
pjectives	presented in a pie graph.		in a million chance of winning.		l.,, ., .		
	M6SP-IVg-6		M6SP-IVg-19		Weekly Test		
II. CONTENT	Creating problems that can be	answered using information	Describing the meaning of probabili	ity such as 50% chance of rain and	1		
	presented in	=	one in a million chance of winning.				
LEARNING RESOURCES					1		
A. References					1		
1. Teacher's Guides	21st Century Mathletes p 126-129						
2. Learner's Material pages					1		
3. Textbook Pages			21st Century Mathletes pp 334-337		1		
4. Additional Reference from					1		
Learning Resource							
B. Other Learning Resources	Primary Mathematics 6 pp 343-351	Primary Mathematics 6 pp 343-351	Number Smart 6 pp 566-572	Number Smart 6 pp 566-572			
III. PROCEDURES					-		
A. Reviewing previous lesson or	Show a pie graph with label or	How do you interpret pie graph?	What will happen next?	Drill:	1		
presenting the new lesson	information on it.		Today in art class we are making	Refer to page 131 of TG			
	Have them ask some questions		pictures with water colors. We have				
	regarding the graph presented.		to paint a picture of rainbow. I took				
			out some paper, some paint, and a				
			paintbrush.				
			What do you predict will happen				
			next?				

3. Establishing a purpose for the lesson	Show activities that some pupils take part in. Ex. Mathematics Club Basketball Dance Choir	What are to be considered in creating a word problem regarding pie graph?	Weather forecasters make their predictions using probabilities.	What can you see in the picture? What will you say about the picture?	
C. Presenting examples/instances of the new lesson	Using the information below, what possible problems can you create?	The pie graph shows the number of 6A pupils who scored different grades in Mathematics test. Mathematics Test F,2 C,9 D,5 A,4 B,7 1. Find the number of pupils who scored different grade A or Grade B.	Let us consider the chance that each of the following events will occur. (A) It will rain in the Philippines tomorrow. (B) It will snow in the Philippines tomorrow. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	predictions.	
		2. How many more pupils scored grade C than grade B? 3. What was the total number of pupils in the class? 4. What percentage of the pupils scored grade C?			

D. Discussing new concepts and practicing new skill #1	Create problems using the information given in the pie chart above.	Write the probability of spinning each letter. 1. B B B B C C C C C C C	Read each situations and tell what will happen next. 1. Brendon woke up excited and happy. The sun is shining. It was perfect day for a trip to the beach. 2. Maggie knew that a storm was coming. The sky was gray. A strong wind began to blow. Thunder rolled.

E.	Discussing new concepts and practicing new skill #2	Show your problem created and let your classmates solve it.	Activity 2: (Semi-Structured Type of Problem) Create a problem from the given information; Total number of pupils = 50 Favorite Subjects Mathematics - 18 Science - 10 English - 8 HE - 12 Agriculture - 2	Pair Share: Find the probability of drawing the following letters from the word "Mathematics". 1. P(M) 2. P(A) 3. P(T) 4. P(H) 5. P(E) 6. P(C) 7. P(S) 8. P(I)	Answer what is ask under Evaluate on page 337.	
F.	Developing mastery (Leads to Formative Assessment)	Make a pie graph to show how Ruby budgeted her P2 000.00 weekly allowance if she spent it for the following: 50% for fare, 30% for others, 5% for savings. How much is spent for each category?	Make a pie graph with label and	Directions: Which of the following situations can be considered as unlikely to happen, likely to happen, equally likely to happen, impossible to happen, or certain to happen? Write your answer on the blank before each number. 1. The sun sets in the east2. A pregnant woman with a big and round stomach may have a baby girl3. An earthquake occurred. There will be a tsunami4. The teacher is beautiful, so she is a very good teacher5. The jeepney that runs is likely to meet an accident.	Tell whether each situation can be considered as: - Likely to happen - Equally to happen - Certainly to happen - Unlikely to happen - Impossible to happen - Impossible to happen 1. When a baby cries, he his hungry. 2. When a man is sad, he has no money. 3. Sneezing indicates that one has colds. 4. By experimenting, new things are discovered. 5. New medicines can control all communicable diseases.	
G.	Finding practical applications of concepts and skills in daily living	Create a pie chart on how you budget your time every day from Monday to Friday considering the following.	Group Work: Use the information presented to create problems.	Read each statements. Match it to the correct prediction. 1. Billy was cold	If the 6 sides of the cube are marked 1, 2, 3, 4, 5 and 6. What is the probability of getting an odd number?	

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	1. hours from school to home and vice		2. The sun came out.		
	versa		3. It started to rain.		
	2. hours spending in school		4. The phone rang.	P(P)	
	3. hour for eating dinner		5. Mother is cooking.		
	4. hour for doing assignment				
	5. hours for sleeping the whole night.		a. We put on sunglasses.		
	3. Hours for steeping the whole hight.		b. Soon we will eat.		
	Interpret your pie short and synlain				
	Interpret your pie chart and explain		c. He put on a jacket.		
	what activity occupies most of your		d. I need an umbrella.		
	time on that particular activity.		e. I answered it.		
		Presentation of output			
		-1			
H. Making generalizations and	How will you create word problem	How will you create word problem	What is the meaning of probability?	A probability can have any value	
abstractions about the lesson	involving pie graph?	involving pie graph?	Probability is the measure of	from 0 to 1. The closer it is to 1,	
austractions about the lesson	I myorving pie grapin!	I myorving pie grapii:	I		
			chance.	the greater the chance of the	
				event occurring.	
I. Evaluating learning		Create your own problem and	-	Read the following situations and	
	illustrate the pie chart of the given	illustrate the pie chart of the given	situations can be considered as	tell which of them would be:	
	menu of Seaside Restaurant in	menu of Seaside Restaurant in	unlikely to happen, likely to happen,	- Equally likely	
	relation to the most saleable seafood	relation to the most saleable seafood	equally likely to happen, impossible	Equally unlikely	
	items.	items.	to happen, or certain to happen?		
	Menu of Seaside Restaurant;	Menu of Seaside Restaurant;	Write your answer on the blank		
	iviella di Seasiae Restaurant;	iviciiu di Seasiue Restaurant;	I		
			before each number.		

	T c + 200/	I c + 200/	1	Ta .cc	
	Crab 20%	Crab 20%		1. If today if Friday,	
	Sweet and Sour Lapu-lapu	Sweet and Sour Lapu-lapu	1. Mark is thrifty. He will	tomorrow will	
	10 %	10 %	be rich someday.	Saturday	
	Fish Fillet 30%	Fish Fillet 30%	2. When a pupil is absent,	2. Nicole will be in	
	Buttered Shrimp 10%	Buttered Shrimp 10%	he is sick.	Puertp Princesa	
	Steamed Maya- maya 10%	Steamed Maya- maya 10%	3. People living in the slum	City in less than an	
	Broiled Tilapia 10%	Broiled Tilapia 10%	areas are poor.	hour traveling by	
			4. When the teacher is out,	van.	
			the class is noisy.	3.The moon shines	
			5. Students prefer to have	at noon today.	
			holidays than school days.	4. I suffer from	
			6. Whales live in water, so	indigestion. I will	
			they are classified as fish.	have a soft diet for	
			7. The sun is the biggest	lunch.	
			star.	5. The teacher will	
			8. When a pupil cleans the	be in school	
			room, a visitor is coming.	tomorrow.	
			9. A frog can live both on	tomorrow.	
			land and in water.		
			10. When a pupil is		
			attentive in class, he can answer		
			any questions.		
			a, questions.		
J. Additional activities for					
application or remediation					
IV. REMARKS					
V. REFLECTION					
A. No. of learners who earned					
80% on 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?					
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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?			

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