

 WEEKLY HOME LEARNING PLAN	School:		Quarter:	Quarter 1
	Teacher:		Week:	Week 1
	Subject:	Mathematics - 6	Date:	

Day and Time	Learning Area	Learning Competency	Learning Tasks	Mode of Delivery
7:00–8:00	Wake up, eat breakfast and get ready for the scheduled lessons.			
8:00-9:00	Doing other activities before the start of the lesson. (<i>exercising, taking a bath, changing clothes</i>)			
Monday 9:00-11:00	Mathematics	MELC 1 Adds and subtracts simple fractions and mixed numbers without or with regrouping.	I *Introducing the lesson to the learner. *Present the learning competencies needed to be learned. *Answering of Learning Task No. 1: Identify similar and dissimilar fractions. On your notebook write S if the fractions are similar and D if Dissimilar. 1. $\frac{2}{3}$ and $\frac{1}{3}$ 2. $\frac{3}{4}$ and $\frac{1}{4}$ 3. $\frac{4}{7}$ and $\frac{7}{8}$ 4. $\frac{2}{5}$ and $\frac{5}{11}$ 5. $\frac{7}{13}$ and $\frac{7}{9}$ D *Discussion of adding and subtracting simple fractions with or without regrouping. (Parent/guardian may contact the teacher in any forms of communication if there are questions/clarifications about the lesson) When we add/subtract similar fractions, simply add/subtract the numerators and copy the common denominator. Then simplify the resulting fraction if necessary. When the sum/difference is an improper fraction, change it to a mixed number. Example 1: $\frac{3}{5} + \frac{1}{5}$ Example 2: $\frac{7}{9} - \frac{3}{9}$ Solution: $\frac{3}{5} + \frac{1}{5} = \frac{3+1}{5} = \frac{4}{5}$ Solution: $\frac{7}{9} - \frac{3}{9} = \frac{7-3}{9} = \frac{4}{9}$ To add/subtract dissimilar fractions, change the fraction to similar fractions using equivalent fraction.	Parents/guardian will hand-in the output, answer sheets, worksheets and notebook of the pupil to the teacher in school based on the date and time scheduled. *As the parent enter the school strict implementation of the minimum health protocols will be followed as prescribed by the DOH and IATF. Teacher can communicate to his/her pupils and do oral questioning and assessment to the pupil.

*Answering of **Learning Task 2:** Perform the indicated operations. Write your answer in your notebook.

$$\begin{array}{lll} 1. \frac{5}{7} - \frac{2}{7} & 3. \frac{3}{4} - \frac{2}{3} & 5. \frac{9}{10} - \frac{3}{10} - \frac{2}{10} \\ 2. \frac{9}{10} + \frac{3}{10} & 4. \frac{5}{6} + \frac{1}{7} & 6. \frac{2}{7} + \frac{3}{7} + \frac{5}{7} \end{array}$$

E *Discussion of adding and subtracting mixed fractions with or without regrouping. **(Parent/guardian may contact the teacher in any forms of communication if there are questions/clarifications about the lesson)**

*Learners may watch programs online or on television as supplementary learning resource of the lesson.

If you know how to add/subtract similar and dissimilar fractions, you can also add/subtract mixed numbers easily. Add/subtract the whole numbers and also add/subtract the fractional part.

Example $1\frac{3}{5} + 2\frac{1}{5} \longrightarrow (1 + 2) + \left(\frac{3}{5} + \frac{1}{5}\right)$

$$3 + \frac{4}{5} = 3\frac{4}{5}$$

therefore $1\frac{3}{5} + 2\frac{1}{5} = 3\frac{4}{5}$

*Answering of **Learning Task 3:** Perform the indicated operations. Write your answer in your notebook.

$$\begin{array}{lll} 1. 2\frac{1}{4} + 3\frac{1}{2} - 2\frac{1}{3} & 3. \frac{2}{5} + 6\frac{3}{7} - 2\frac{2}{3} & 5. 6\frac{2}{5} + 3\frac{1}{8} + \frac{2}{3} \\ 2. 3\frac{2}{5} - \frac{3}{4} + 5\frac{1}{2} & 4. 2\frac{4}{5} + 7\frac{1}{2} - 1\frac{3}{4} & \end{array}$$

A *Answering of **Learning Task 4:** Perform the indicated operations. Write your answer on your pad paper.

$$1. \frac{7}{8} - \frac{5}{6} \quad 2. \frac{7}{6} + \frac{3}{4} \quad 3. 10\frac{5}{7} - 5\frac{2}{3} \quad 4. 8\frac{5}{8} + 5\frac{3}{4}$$

		MELC 2 Solves routine and non-routine problems involving addition and/or subtraction of fractions using appropriate problem-solving strategies and tools.	I *Introducing the lesson to the learner. *Present the learning competencies needed to be learned. *Answering of Learning Task No. 1: Translate each of the following problems to mathematical symbol. Write your answers in your notebook. 1. 7 is added to the sum of $\frac{4}{5}$ and $\frac{6}{7}$ 2. $2\frac{3}{4}$ subtracted from 11 is equal to $8\frac{1}{4}$ 3. The total of $8\frac{4}{7}$ and $\frac{11}{14}$ 4. $6\frac{7}{8}$ decreased by $2\frac{2}{5}$ 5. 14 increased by $14\frac{5}{7}$ D *Discussion about solving routine and non routine problem solving as shown on page 8 of the Self Learning Module. (Parents/guardian may contact the teacher if there are questions/clarifications about the lesson) * Learners may watch programs online or on television as supplementary learning resource of the lesson. E *Answering of Learning Task 3: Form the given data or information, below, create the problem and solve. Use Appropriate problem solving strategies and tools. 1. recipe: $3\frac{1}{4}$ tbsp. of sugar and $5\frac{1}{2}$ tbsp. of flour 2. sides of triangle: $7\frac{3}{4}$ cm and $4\frac{2}{3}$ cm ; perimeter is 18 cm $53\frac{1}{2}$ $33\frac{4}{5}$ $34\frac{2}{3}$ *Answering more examples from the activity sheets/worksheets provided by the teacher. Exercises on the textbook may be used as well. A *Agree, Disagree or More. Read each statement below. On your notebook write Agree if you can do it.	Parents/guardian will hand-in the output, answer sheets, worksheets and notebook of the pupil to the teacher in school based on the date and time scheduled. *As the parent enter the school strict implementation of the minimum health protocols will be followed as prescribed by the DOH and IATF. Teacher can communicate to his/her pupils and do oral questioning and assessment to the pupil.
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Disagree if you cannot do it or **More** if you can do it with the help of others.

- _____ I can easily identified the given in a problem.
- _____ I can determine what is asked in the problem easily.
- _____ I can now easily check whether the operation to be used is addition or not because of the phrases and hints I've learned.
- _____ I can now easily solve the number sentence involving fractions.
- _____ I can easily write the label or units of my answer correctly.
- _____ I can easily answer or solve any routine problems.
- _____ I can answer or solve non-routine problems easily.
- _____ I can create problem from a given data.
- _____ I can write my answer in lowest term correctly.