



**GRADES 1 to 12  
DAILY LESSON LOG**

<b>School:</b>	DepEdClub.com	<b>Grade Level:</b>	VI
<b>Teacher:</b>		<b>Learning Area:</b>	MATHEMATICS
<b>Teaching Dates and Time:</b>	MAY 13 – 17, 2024 (WEEK 7)	<b>Quarter:</b>	4 <sup>TH</sup> QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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I. OBJECTIVES					
A. Content Standards	The learner demonstrates understanding of pie graphs and experimental probability.				
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/ Objectives	creates problems that can be answered using information presented in a pie graph. <b>M6SP-IVg-6</b>		describes the meaning of probability such as 50% chance of rain and one in a million chance of winning. <b>M6SP-IVg-19</b>		Weekly Test
II. CONTENT	Creating problems that can be answered using information presented in a pie graph.		Describing the meaning of probability such as 50% chance of rain and one in a million chance of winning.		
LEARNING RESOURCES					
A. References					
1. Teacher's Guides	21 <sup>st</sup> Century Mathletes p 126-129				
2. Learner's Material pages					
3. Textbook Pages			21 <sup>st</sup> Century Mathletes pp 334-337		
4. Additional Reference from 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 presenting the new lesson	Show a pie graph with label or information on it. Have them ask some questions regarding the graph presented.	How do you interpret pie graph?	What will happen next? Today in art class we are making pictures with water colors. We have to paint a picture of rainbow. I took out some paper, some paint, and a paintbrush. What do you predict will happen next?	Drill: <i>Refer to page 131 of TG</i>	

B. 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?

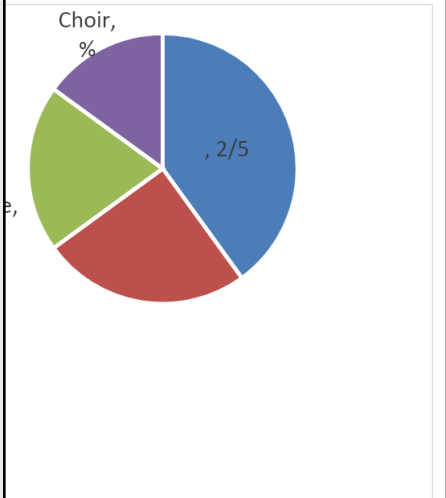
Weather forecasters make their predictions using probabilities.

What can you see in the picture?  
 What will you say about the picture?

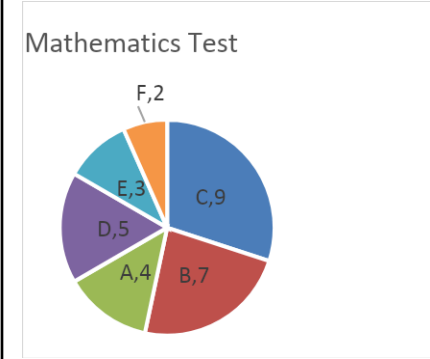


C. Presenting examples/instances of the new lesson

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.



1. Find the number of pupils who scored different grade A or Grade B.
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?

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.
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Let the pupils give their predictions.

What will most likely happen next?

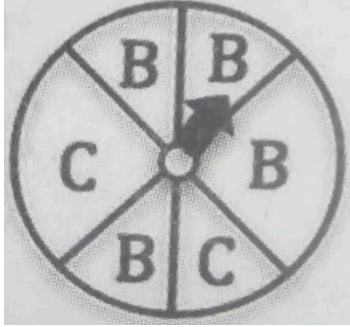
D. Discussing new concepts and practicing new skill #1

Create problems using the information given in the pie chart above.

**Activity 1: (Structured Type of Problem)**

Create problem similar to the pie graph above

Write the probability of spinning each letter.



- 1. The letter B \_\_\_\_\_
- 2. The letter C \_\_\_\_\_

(Replace the letters for another activity)

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.

<p>E. Discussing new concepts and practicing new skill #2</p>	<p>Show your problem created and let your classmates solve it.</p>	<p><b>Activity 2: (Semi-Structured Type of Problem)</b></p> <p>Create a problem from the given information;</p> <p>Total number of pupils = 50  Favorite Subjects  Mathematics - 18  Science - 10  English – 8  HE - 12  Agriculture - 2</p>	<p>Pair Share:</p> <p>Find the probability of drawing the following letters from the word “Mathematics”.</p> <ol style="list-style-type: none"> <li>1. P(M) ____</li> <li>2. P(A) ____</li> <li>3. P(T) ____</li> <li>4. P(H) ____</li> <li>5. P(E) ____</li> <li>6. P(C) ____</li> <li>7. P(S) ____</li> <li>8. P(I) ____</li> </ol>	<p><i>Answer what is ask under Evaluate on page 337.</i></p>	
<p>F. Developing mastery (Leads to Formative Assessment)</p>	<p>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?</p>	<p><b>Activity 3: (Free Type)</b></p> <p>Make a pie graph with label and create your own word problem.</p>	<p>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.</p> <ol style="list-style-type: none"> <li>_____ 1. The sun sets in the east.</li> <li>_____ 2. A pregnant woman with a big and round stomach may have a baby girl.</li> <li>_____ 3. An earthquake occurred. There will be a tsunami.</li> <li>_____ 4. The teacher is beautiful, so she is a very good teacher.</li> <li>_____ 5. The jeepney that runs is likely to meet an accident.</li> </ol>	<p>Tell whether each situation can be considered as:</p> <ul style="list-style-type: none"> <li>- Likely to happen</li> <li>- Equally to happen</li> <li>- Certainly to happen</li> <li>- Unlikely to happen</li> <li>- Impossible to happen</li> </ul> <ol style="list-style-type: none"> <li>1. When a baby cries, he his hungry.</li> <li>2. When a man is sad, he has no money.</li> <li>3. Sneezing indicates that one has colds.</li> <li>4. By experimenting, new things are discovered.</li> <li>5. New medicines can control all communicable diseases.</li> </ol>	
<p>G. Finding practical applications of concepts and skills in daily living</p>	<p>Create a pie chart on how you budget your time every day from Monday to Friday considering the following.</p>	<p>Group Work:</p> <p>Use the information presented to create problems.</p>	<p>Read each statements. Match it to the correct prediction.</p> <ol style="list-style-type: none"> <li>1. Billy was cold</li> </ol>	<p>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?</p>	



	<ol style="list-style-type: none"> <li>1. hours from school to home and vice versa</li> <li>2. hours spending in school</li> <li>3. hour for eating dinner</li> <li>4. hour for doing assignment</li> <li>5. hours for sleeping the whole night.</li> </ol> <p>Interpret your pie chart and explain what activity occupies most of your time on that particular activity.</p>	<p>Presentation of output</p>	<ol style="list-style-type: none"> <li>2. The sun came out.</li> <li>3. It started to rain.</li> <li>4. The phone rang.</li> <li>5. Mother is cooking.</li> </ol> <ol style="list-style-type: none"> <li>a. We put on sunglasses.</li> <li>b. Soon we will eat.</li> <li>c. He put on a jacket.</li> <li>d. I need an umbrella.</li> <li>e. I answered it.</li> </ol>	<p>P(P) _____</p>	
<p>H. Making generalizations and abstractions about the lesson</p>	<p>How will you create word problem involving pie graph?</p>	<p>How will you create word problem involving pie graph?</p>	<p>What is the meaning of probability? Probability is the measure of chance.</p>	<p>A probability can have any value from 0 to 1. The closer it is to 1, the greater the chance of the event occurring.</p>	
<p>I. Evaluating learning</p>	<p>Create your own problem and illustrate the pie chart of the given menu of Seaside Restaurant in relation to the most saleable seafood items.</p> <p><b>Menu of Seaside Restaurant;</b></p>	<p>Create your own problem and illustrate the pie chart of the given menu of Seaside Restaurant in relation to the most saleable seafood items.</p> <p><b>Menu of Seaside Restaurant;</b></p>	<p>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</p>	<p>Read the following situations and tell which of them would be:</p> <ul style="list-style-type: none"> <li>- Equally likely</li> <li>- -Equally unlikely</li> </ul>	

	Crab 20% Sweet and Sour Lapu-lapu 10 % Fish Fillet 30% Buttered Shrimp 10% Steamed Maya- maya 10% Broiled Tilapia 10%	Crab 20% Sweet and Sour Lapu-lapu 10 % Fish Fillet 30% Buttered Shrimp 10% Steamed Maya- maya 10% Broiled Tilapia 10%	happen? Write your answer on the blank before each number.  1. Mark is thrifty. He will be rich someday. 2. When a pupil is absent, he is sick. 3. People living in the slum areas are poor. 4. When the teacher is out, the class is noisy. 5. Students prefer to have holidays than school days. 6. Whales live in water, so they are classified as fish. 7. The sun is the biggest star. 8. When a pupil cleans the room, a visitor is coming. 9. A frog can live both on land and in water. 10. When a pupil is attentive in class, he can answer any questions.	1. If today is Friday, tomorrow will be Saturday 2. Nicole will be in Puerto Princesa City in less than an hour traveling by van. 3. The moon shines at noon today. 4. I suffer from indigestion. I will have a soft diet for lunch. 5. The teacher will be in school tomorrow.	
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?					
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?					