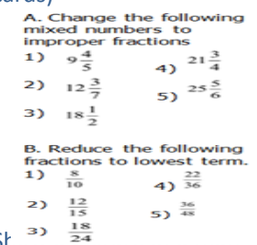
GRADE 6 DAILY LESSON LOG	School	IMMALOG ELEMENTARY SCHOOL	School Head/Principal	LEILANI B. APOLINAR
	Teacher	RAYMOND G. MARZAN	Grading Period	FIRST QUARTER
	Date	JUNE 10-14, 2019	Week	2

MATHEMATICS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Topic	Solving Routine and Non-Routine Problems Involving Addition and/or Subtraction of Fractions	Solving Routine and Non-Routine Problems Involving Addition and/or Subtraction of Fractions	**REGULAR HOLIDAY (INDEPENDENCE DAY)**	Creating Problems (with reasonable answers) Involving Addition and/or Subtraction of Fractions	Multiplies Simple Fractions and Mixed Fractions
Learning Competencies	Solves routine and non-routine problems involving addition and/or subtraction of fractions using appropriate problem solving strategies and tools	. Solves routine and non-routine problems involving addition and/or subtraction of fractions using appropriate problem solving strategies and tools		Creates problems (with reasonable answers) involving addition and/or subtraction of fractions	Multiplies simple fractions and mixed fractions
References (printed, nonprinted and online sources and from LRMDS portal)	**K12 CG in Math.6, PP 175-177 Lesson Guide in Elementary Mathematics 6, pp.203-207 Activity Book in Mathematics 6,pp. 65**	**K12 CG in Math.6, PP 175-177 Lesson Guide in Elementary Mathematics 6, pp.203-207 Activity Book in Mathematics 6,pp. 65**		**Curriculum Guide in Mathematics 6**	**MISOSA Module Grade 5 and 6 - Multiplication of Mixed Numbers and Fractions**
Strategies/Procedure	**Preparatory Activities** **Drill** **Mental computation** Give me two numbers which will make my statement true. 1) My sum is 17, my difference is one. 2) My sum is 13, my difference is 3. Review: Mental computation	Preparatory Activities Drill Mental Computation "Make Me The Same" Direction: Mentally change to similar fractions. How many can you do? 1) ½, 1/3 = ___, ____ 2) ¾, 1/3 = ___, ____ 3) 1/5, ¼ = ___, ____ 4) 1/6, 1/5 = ___, ___ 5) 2/3, 3/5 = ___, ___ Review: Follow-the-Arrow subtraction of Fraction Puzzle. Do the subtraction of fraction		Preparatory Activities 1. Drill Mental Computation Find the message Direction: Match column A with Column B to form the message Review: A. Find the sum in lowest terms. 1) 5 7/15 + 2 8/15 + 3 1/15 = 2) 6 1/8 + 2 5/8 + 3 3/8 + 1 1/8 = 3) 1 5/6 + 2 5/6 + 4 1/6 + 5 5/6 = Motivation:	Review: (Using flash cards)  Sh[illegible] harvesting fruits from a farm. Ask pupils what are the things they can see in a farm. Ask the characteristics of the man. Problem Opener: Mang Emong harvests crates of mangoes each day. The table shows the record of his harvest.

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	Give me two numbers which will make my statement true. 1) My sum is 17, my difference is one. 2) My sum is 13, my difference is 3. Review: A. Find the total. 1) 1/5 + 2/5 = 2) 1 1/6 + 2 ¼ + 2 1/9 = 3 ¼ + 2 ¼ + 1 1/12 = 4) 1 1/10 + 2 1/5 + 3 ½ = 5) 6 1/5 + 1 ½ + 2 1/10 = Motivation: How many of you have brothers and sisters? Do you share anything with them? When you give something to somebody what happen to the things you had before? (Wait for some responses) What do you feel when you share something to others? Explain. Presentation/ Discussion: a. Activity 1 – problem Opener	along the paths according to the arrows until you get to the end. Motivation: You have a visitor. You want to offer him some pineapple juice. What things do you need to make the juice? Explain. Presentation/ Discussion: a. Activity 1 – Problem Opener -1 Whole Class Activity Materials: strips of paper Mechanics: 1) Present a story problem: Pipoy has a visitor. He served his visitor pineapple juice. He mixed 2/3 glass of sweetened pineapple juice and ½ glass of water. How much is the mixture? Valuing: Have you had a visitor at home? What do you usually offer to your visitors? Do you offer them drinks or food? Why or why not? 2) Discussions: a) What are the given data? b) What will you solve for? c) How do you solve the problem? d) Write the equation. 3) Represent the data by paper folding.		What do you call a small amount of food eaten between meals? ____ ____ ____ ____ ____ 1 2 3 4 5 Rename the given whole numbers as fractions as suggested by the numbers at the left of the equality sign. Presentation/ Discussion: a. Activity 1 - Whole Class Activity Materials: strips of paper, pair of scissors Mechanics: 1) Present the problem: A family bought a pie for their merienda. They divided the pie into 8 equal parts. After each of them had eaten his share, 5/8 of it was left. When they came home, mother gave 3/8 to their house help. The rest was kept in the refrigerator. What part of the pie was kept? Discuss the problem. 2) Ask every pupil to get a strip of paper. fold the strip into 8 equal parts. Mark the crease, label the parts into unit fraction. Cut the 3/8 from the whole to show that 5/8 was left.	<table><tr><th>No. of hours</th><th>No. of crates harvested</th></tr><tr><td>$\frac{1}{2}$</td><td></td></tr><tr><td>1</td><td>$3\frac{1}{2}$</td></tr><tr><td>2</td><td>7</td></tr><tr><td>3</td><td>$10\frac{1}{2}$</td></tr><tr><td>4</td><td></td></tr><tr><td>$4\frac{1}{2}$</td><td></td></tr></table> mangoes can Mang Emong harvest in half an hour? In 4 hours? In 4 12 hours? What operation can we use in solving the problem? Elicit from the learners how to multiply mixed numbers and fractions. Let the pupils observe what happened in every step of the solution. Pair work Find the product of the following. Reduce the answer to simplest form, whenever possible. Solve the following. Write the answer in simplest form, whenever possible. 1) Multiply 2 1//3 by 3/5 . 2) What is 4/5 of 2 1/8 ? 3) Find the product of 1 1/3 x 2 1/2 x 3/5 .

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	Materials: strips of paper, pair of scissors Mechanics: 1) Present the problem: Erwin had half a melon. He cut the half melon into 2 and ate one part. The other part he left will be for his younger brother Eric. What part of the melon did Eric get? 2) Discussions 3) State the subtraction sentence ½ - ¼ = N. Let the pupils do the activity with guidance of the teacher 4) Through paper folding, represent ½ then fold again so you have now 4ths. How many fourths? Hence, ½ becomes 2/4 so ½ - ¼ = ¼. 5) Let the pupils cut ¼ from ½. How many remained for Eric? 6) Discuss the steps. 7) What trait did Eric show? b. Activity 2 – Working in Pairs Materials: strips of paper, scissors Mechanics:	a) Fold one strip into 3rds, put a crease, and label each part. Show 2/3. b) Fold another strip into halves, put a crease, label each part. Show ½. 4. Guide the children to see: 2/3 is equal to 4/6 ½ is equal to 3/6, so 4/6 and 3/6 is equal to 7/6. In 7/6, there is a whole and 1/6, so 7/6 = 1 1/6. 5) Discuss the steps in adding… b. Activity 2 – Problem Opener 2 Whole Class Activity Mechanics: 1) Present a word problem in a chart: There was 1 ½ melon left for dinner. At dinner time, the family ate 2/3 parts from the melon. How many part of the melon was left for the next meal? 2) Discussions a) What are the needed information? b) How do we solve the problem? c) Write the equation: 1 ½ - 2/3 = N 3) What kind of fractions are the given ones?		3) Remove or cut the 3/8 given to the house help. How much was left? Guide the children that what was left is 2/8; hence 5/8 – 3/8 = 2/8. Guide them to see that we only subtract the numerators. 4) How do we subtract similar fractions? b. Activity 2 - Whole Class Activity – Problem Opener Materials strips of paper Mechanics: 1) Present a problem situation. Mother has 3 ¼ cup of milk. She used 1 ¾ from it. How much milk was left? 2) Discuss the problem. 3) Ask the pupils to present the given data by strips of papers. Into how many parts are the wholes divided? What is the fractional part? Can you take away ¾ from ¼? Why? Ask the pupils what they need to do. (Borrow 1 piece and cut into 4ths, so you now have 4/4 + ¼ = 5/4) hence, 3 ¼ = 2 5/4	Assign a number to every student in the class. Randomly select a pupil or group of pupils to answer a question. Say: All even numbers please stand up Only pupils assigned to an even number will stand up and answer a question on their show-me-board. a) All even numbers b) All multiples of 3 c) Numbers divisible by 4 d) Numbers between 20 and 30 e) Numbers divisible by 5 *Make it sure that all pupils will be called. Answer the following. Reduce the answer in simplest form. 1) 5 14 x 27 2) 29 x 7 78 3) What is 12 of 9 13 ? 4) What is the product of 4 and 3 25? 5) What is 34 x 12? Add more if necessary. Read, analyze, and solve the problem below. Mang Jess used 3/4 liters of paint to cover 10 1/2 square meters of wall. How many liters of paint is needed to cover 12 1/4 square meters of wall?

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	1) Form a pair. Ask to bring out strips of paper. 3) Solve the subtraction sentence through paper folding: a) ¾ - 1/8 = b) ½ - 1/8 = 4) Let the pupils discuss with each partner the strips they are doing to get the difference. 5) Represent the number sentence by drawing the number line: 6) Discuss with the pupils the steps in subtracting dissimilar fractions without regrouping. 7) Guide them to state the steps using the LCD. Activity 3 – Working in Groups Material: worksheet Mechanics: 1) Pupils join the learning team. 2) Each team is given a worksheet a) 2 ½ - 1 ¼ =]b) 3 7/10 – 2 ½ = 3) Discuss: What are the steps in finding the LCD?	4) guide the pupils to get the equivalent fractions, hence: 2/3 =(2/3, 4/6, 6/9, 8/12…) 1/2 = (1/2, 2/4, 3/6, 4/8…) 5) Lead the pupils to think of 1 ½ now as 6/6 and 3/6; 2/3 as 4/6. So: 1 ½ = 1 3/6 = 6/6 +3/6 = 9/6 - 2/3= - 4/6 = - 4/6 5/6 5) What good trait does the family possess? Explain. c. Activity 3 – Cooperative Learning Materials: worksheet Mechanics: 1) Give each group a worksheet: Fixing Skills: Direction: Perform the indicated operation. 1) 3/8 + 1/3 = 2) 6 3/5 + 1 1/3 = 3) 6 1/6 – 5/9 = 4) 2 ¼ - 1 ¾ = 5) 9 1/3 – 3 5/6 Generalization:		1 ¾ = - 1 ¾ 1 2/4 Change 2/4 to lowest terms = ½, so 1 2/4 = 1 ½. 4) Lead the pupils to make a generalization on how to subtract mixed numbers with regrouping. c. Strategy 3 – My seatmate, My partner in learning Direction: With your seatmate, find the difference in each item. Pair 1) 4 2/7 – 1 5/7 = Pair 2) 4 1/10 – 2 7/10 = Pair 3) 3 1/15 – 2 4/15 = Pair 4) 11 5/9 – 3 7/9 = Pair 5) 18 3/5 – 6 4/5 = Pair 6) 23 7/18 – 18 17/18 = Fixing Skills Find the difference. Reduce answers to simplest forms. 1) 11 17/20 – 6 19/20 = 2) 5 8/15 – 4 10/15 = 3) 7 5/16 – 8/16 4) 1 6/10 – 5 8/10 = 5) 17 1/10 – 7 3/10 =	How do we multiply mixed numbers and fractions? Why is it important to change the mixed number to improper form before multiplying? In what real-life situations can we apply the concept of multiplying mixed numbers and fractions?

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	After finding the LCD, what is the next step? What part of the fraction do you subtract? What do you do with the denominator? What is the final step? **Fixing Skills:** Find the difference. 1) 7/15 – 1/5 = 2) 6/12 – 2/24 = Generalization: What are the steps in subtracting dissimilar fractions without regrouping? Application: Is it good to share to somebody what we have, like food for example? why?	What are the steps in adding dissimilar fractions with regrouping? How do we subtract dissimilar fractions with regrouping? Application: Solve for the answer. Mark has 5/8 of a pizza pie. After sharing 1/5 to Luz and 2/6 to Violy, how much was left to him?		Generalization: How do you subtract similar fractions with regrouping? Mention the steps. Application: Solve: Last month, Arnold weighed 37 3/8 kilograms. However, he got sick so he now weighs 36 5/8 kilograms. How many kilograms did he lose weight?	
Assessment	A. Answer the problem below. If your neighbor shared to you 2/5 of a whole pizza pie, and you set aside the 2/6 for your youngest brother and you ate the rest, how much pizza pie did you eat?	A. Answer the problem below. Migui needs 3 ¼ meters to make a seat cover for his car. He has 3 pieces of cloth which measures ¼, ¾, and 2/4 meters respectively. Do you think these are enough?		A. Write an equation for each short story. 1. rode 5/10 km., walk 2/10 km., went how far in all?	Answer the questions below. Write the answer in simplest form, whenever possible. 1) If you multiply 5/6 and 3 4/5, what will you get? 2) Find the value of N in the statement: 4/7 x 6 3/5 = N 3) If 2/9 x 4 5/8 are multiplied, the product is _____.

REMARKS						
	No. of Cases					
	Mean					
	% of Mastery					
	No. of Learners within Mastery Level					

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	No. of Learners Needing Remediation/Reinforcement					
Other Activities (RRE)						
Noted						