

Grade 6 Term 1, Week 8 LESSON PLAN	
N a m e o f L e s s o n	Mastering Division of Fractions and Multi-Step Problem Solving
L e a r n i n g A r e a / s	Mathematic s
D e s	

i g n e d b y T e a c h e r / s	
D e s i g n e d f o r w h i c h G r a d	6

e L e v e l a n d S e c t i o n						
N o . o f S e s s i o n s	S e s s i o n 1	S e s s i o n 2	S e s s i o n 3	S e s s i o n 4	S e s s i o n 5	
R e f e r e	Dep Ed Grade 6 Mathem					

n c e s (b o o k s , w e b s i t e s , t o o l k i t s , e t c .)	atic s Tea cher 's Gui de and Lea rner 's Mat eria ls (Qu arte r 1), Fra ctio n Stri ps, Rec ipro cal Flas hcar ds. • Whi tebo ards , mar kers , Mix ed
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	Nu mbe r to Imp rop er Fra ctio n con vers ion char ts, Dep Ed Self -Le arni ng Mo dule 8. • Ma nila pap er, mar kers , nu mbe r line post ers, 'Err
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	or Ana lysi s' wor ksh eets
•	Pro ble m-s olvi ng tem plat es (Un ders tand , Pla n, Sol ve, Che ck), Rib bon /Stri ng for phy sica l mo deli ng.

	• Recipe cards, measuring cups (for demonstration), student-created word problem bank.
Describe	Artificial Intelligence (AI) tools were used to assist in the preparation of this lesson plan, particularly in

o f A I u s e C i t e h o w A I w a s u s e d i n t h e f o r m u l a t i o n o f t h e l e s s	generating ideas, improving clarity of instructions, and organizing learning activities aligned with the MELCs. All AI-assisted outputs were carefully reviewed, validated, and contextualized by the teacher to ensure accuracy, appropriateness, and alignment with DepEd standards.
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o n p l a n . S e e D O 3 , 2 0 2 6 A n n e x A .	
I n t e n t i o n s .	Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want learners to master by the end of the lesson - keep it clear and simple. Remember:

	Understandi ng your learners' evolving context and designing around it help ensure that your lessons connect with and are relevant to them.
L e a r n i n g C o n t e n t : W r i t	1. Divide different combination s of fractions, whole numbers, and mixed numbers. 2. Solve multi-step problems involving division of different combination s of fractions, whole numbers, and mixed numbers

e t h e c o m p e t e n c y / i e s f r o m t h e c u r r i c u l u m t h a t w e a r e t a r g e t i	that may or may not involve any of the other operations of fractions.
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n g , a n d t h e c o n t e n t o r p e r f o r m a n c e s t a n d a r d s a p p l i c a b l e t o t	
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h e s e s s i o n .						
L e a r n i n g O b j e c t i v e s :	I d e n t i f y r e c i p r o c e d u r e s	C o n v e r t i n g r e c i p r o c e d u r e s	P e r f o r m i n g r e c i p r o c e d u r e s	A n a l y z i n g r e c i p r o c e d u r e s	S o l v i n g r e c i p r o c e d u r e s	

e r k n o w l e d g e , s k i l l s , o r t a s k s f r o m t h e c o m p e t e n c y t h a t t h e l	i m p l e m e n t a t i o n s b y d e h o l e n u m b e r s a n d o t h e r s	f r a c t i o n s v i d e m e n t i f y r e s u l t s t h o t h e n	b y m e x e m p l e s i n a n d i s p l o s i f y r e s u l t s t h o t h e n	o b l e s i n v o l u t i o n e p r o b l e m s i n o n f o r m a l i n g v a r i a n t	a n d n o n - r o u t i n e p r o b l e m s i n o n f o r m a l i n g v a r i a n t
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earners will work on a schedule to show by the end of the session	imply that the end of the session	unpleasant and noisy	lowest rate of	on the other hand	somebody in a union of factories or a company or a nation
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n s .					a l - l i f e c o n t e x t s .
L e a r n e r C o n t e x t : W r i t e y o	The learners are Grade 6 students who have already mastered the multiplication of fractions. They are familiar with improper fractions and mixed numbers but may struggle with the				

u r o b s e r v a t i o n s o f y o u r l e a r n e r s , a n d h o w t h e y h a v e b e n p e r f	concept of why a divisor is inverted. They respond well to visual models and the 'Keep-Change-Flip' (KCF) mnemonic. The class includes diverse learners who benefit from scaffolded instruction and real-world application, such as measurement and cooking scenarios.
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o r m i n g o r r e s p o n d i n g t o l e a r n i n g e x p e r i e n c e s r e c e n t l y . I n c	
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l u d e s t r e n g t h s , , i n t e r e s t s , a n d p o s s i b l e b a r r i e r s t o l e a r n i	
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n g .					
L e a r n i n g E x p e r i e n c e .	A learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners gain knowledge, skills, or understanding in a purposeful way.				
P r e - L	R e v i e	I m p r o	M u l t i	O p e r a t	F r a c t

e s s o n : D e s c r i b e h o w y o u w i l l h e l p t h e l e a r n e r s g e t r e a d y f o	w o f R e c i p r o c a l s : S t u d e n t s p a r t i c i p a l t e i n a	p e r F e r a t i o n D i s t r i b u t i o n m i s s i o n c a	p l i c a t i o n M a s t e r y : R e v i e w i n g t h e c o n s e n s i t i v e p a r t i c i p a l m s s a g e s -	t i o n I d e n t i f i c a t i o n : A m i s s i o n : A n t i c i p a t i v e p a r t i c i p a l m s s a g e s -	i o n V o c a b u l a r y R e v i e w : D e f i n i t i v e m s s a g e s h
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r t h e l e s s o n .	' R e c i p r o c a l M a t c h ' g a m e w h e r e t h e y f i n d t h e	c t i v i t y o f c u m s e d h o n c i n f r a c t i o n m u l t i p l i c a t	n c e l l a t i o n m e t h o d i c i n f r a c t i o n m u l t i p l i c a t	e s t u d e n t s i n d i v i d u i s o r i q u o t i e n t s a n d s i m p l e	a s d i v i d e n d i v i s o r i q u o t i e n t s a n d s i m p l e
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	f l i p o f g i v e n f r a c t i o n s o n f l a s h c a r d s .	s l i k e 2 1 / 2 t o 5 / 2 .	i o n t o p r e p a r e f o r t h e ' F l i p a n d M e d e q u i p l y ' s t	e d b a s e d o n t h e y e s o r d e r s l i k e ' p s h a n d r e d n g i n p a s t r u c t	f i e d f o r m e n s u r e c l a r i t y d u r r i n g i n s t r u c t
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			e p .	r ' h o w m a n y g r o u p s ' .	i o n .
F l o w : D e s c r i b e t h e a c t i v i t i	I n t r o d u c t i o n : S t a r t	I n t r o d u c t i o n : R e v i e w	I n t r o d u c t i o n : T o d a y '	I n t r o d u c t i o n : T o d a n s i	I n t r o d u c t i o n : S t a r t w

e s t h a t y o u c a n i m p l e m e n t i n l o r m o r e s e s s i o n s t o m e e t t h e l e a r	h e s e s i o n b y p o s i n g a q u e s t i o n : ' I f y o u h a v e	t h e p r e v i o u s p e s i n g o n ' s C F e d e r a l P r e s e n t	s f o c u s i s d i v i d u i t a t i o n s m t o x a p l e m c a t i o n s P r e s e n t	i t h a ' C o m p l e x C h a l l e n g e ' A r e c c i p e f o r P r e s e n t
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n i n g o b j e c t i v e s . A p p l y t h e L e a r n i n g D e s i g n P r i n c i p l e s . .	h a l f a p i z e a n d w a n t e r h a s r e i t e q u a l l y b e t w	e w c h a p l e n g e : ' A b a k e r h a s 3 1 / 2 c u p s o n l y f l o o u r	n t t h e p r o b l e m : 1 / 4 ÷ 1 / 8 . A s k t h e q u e s t i o n s	e n t t h a s p r e s e n t : ' A n s w e r : I f w e o n l y b a n k n o t	o p l e s e s 4 1 / 2 c u p s o f s u g a r . I f w e o n l y b a n k n o t
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	e e n 2 p e o p l e , h o w m u c h d o e s e a c h g e t ? ' U s e a v i	. I f e a t e h c a k e r e q u i r e s s l / 2 c a u p h g o w m a r d e n y c a k e	t i m e a t e h e a n s w e r i f i r s o r t o c c h e n c k o f m a r d e n s o n a	S h e a u s e s 2 1 / 2 m e t e r s o f a p r o j e c t a n d i n v e s t m e n t s	o s e r v e 4 p e o p l e , a n d w h a v e o n l y a l / 4 c u p m e a
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	s	s	b	s	s
	u	c	l	t	u
	a	a	e	h	r
	l	n	n	e	i
	c	h	e	r	n
	i	e	s	e	g
	r	m	s	s	s
	c	a	(	t	c
	l	k	e	i	o
	e	e	.	n	p
	m	?	g	t	,
	o	'	.	p	h
	d	e	'	i	o
	e	s	I	e	w
	l	k	t	c	m
	t	s	'	e	a
	o	t	s	s	n
	s	u	s	a	y
	h	d	a	t	y
	o	e	b	h	s
	w	n	o	a	c
	t	t	u	t	o
	h	s	t	a	o
	a	w	2	r	p
	t	h	d	e	s
	l	y	i	l	d
	/	t	v	/	o
	2	h	i	4	w
	d	e	d	m	e
	i	y	e	e	n
	v	c	d	t	e
	i	a	b	e	e
	d	n	y	r	d
	e	n	l	l	?
	d	o	,	o	T
	b	t	s	n	h
	y	u	o	g	i

	2 i s l / 4 . I n t r o d u c e t h e r e c i p r o c a l c o n c e p t a	s e K C F i m e d i a t e l y o n 3 l / 2 . I n s r u c t i o n a l	t h e C a n s w e r s h o u l d b e n e f i t a r i s t r u c t u r e t i o n	. H o w m a n y p e r s o n s h a v e ? I n s t r u c t i o n	s r e q u i r e d i n t h e r e c i p e
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and the endivision of the number of schools	on a proce dure: I ntroduce a p roblem - solv	al p roce dure: D emonstrate a p erful wo rk fl	P roce dure: T each the c ri al p er di m ena r y	s t he ' fl ip' of a n u m b e r w h e r e t h e p r o d u c t o f t
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	h	t	w	n	s
	e	e	:	g	.
	n	p	)	r	I
	u	:	C	a	n
	m	c	o	m	s
	b	n	n	e	t
	e	v	v	w	r
	r	e	r	o	u
	a	r	r	r	c
	n	t	t	k	t
	d	i	b	:	i
	i	n	o	U	o
	s	g	t	n	n
	r	m	h	d	a
	e	i	m	e	l
	c	x	i	r	P
	i	e	x	s	r
	p	d	e	t	o
	r	n	d	a	c
	o	u	n	n	e
	c	m	u	d	d
	a	b	m	(	u
	l	e	b	W	r
	i	r	e	h	:
	s	s	r	a	R
	l	i	s	t	e
	.	n	t	i	v
	I	o	i	a	i
	n	i	m	s	e
	s	m	p	k	w
	t	p	r	e	a
	r	r	o	d	l
	u	o	p	?	l
	c	p	e	W	c
	t	e	r	h	o

ncepts from the week. Model the soloing of notes at a rate of 9/4 and 9/8. What happens at fractions (9/4 and 9/8)? Apply KF (9/4 * 8 fractions. Show the MAD's method (Multiplied on a procedure: Present the 'Keep-Change'

	-	y	/	e	n
	F	t	9	n	-
	l	h	)	e	r
	i	e	.	e	o
	p	d	3	d	u
	'	e	)	e	t
	(	n	U	d	i
	K	s	?	n	e
	C	m	)	p	r
	F	i	r	o	o
	)	a	s	b	
	s	t	s	l	
	t	r	s	v	
	r	a	-	e	
	t	b	c	(	m
	e	y	a	D	s
	g	t	n	o	t
	y	h	c	t	h
	.	e	e	h	a
	E	w	l	e	t
	x	h	l	m	m
	p	o	a	a	i
	l	e	t	h	h
	a	n	i	)	t
	i	u	n	,	r
	n	t	m	a	e
	t	h	b	o	q
	a	e	s	d	u
	t	r	i	C	i
	t	,	m	h	r
	o	d	A	p	e
	d	d	l	c	m
	i	d	i	k	o
	v	t	f	(	r
	i	h	y	D	e

	d	e	(	o	t
	e	n	9	e	h
	f	u	a	s	a
	r	m	n	i	n
	a	e	d	t	t
	c	r	9	m	w
	t	a	c	a	o
	i	t	a	k	s
	o	r	c	e	t
	s	,	e	s	e
	,	k	l	n	s
	y	e	o	s	.
	o	e	u	e	S
	u	p	t	?	h
	K	t	;	)	o
	e	h	8	.	w
	e	e	a	I	h
	p	D	n	n	o
	t	e	d	A	w
	h	n	4	n	t
	e	o	s	a	o
	f	m	i	'	o
	i	i	m	s	r
	r	n	p	c	g
	s	a	l	a	a
	t	t	i	s	n
	f	o	f	e	i
	r	r	y	,	z
	a	)	t	i	e
	c	.	o	d	w
	t	E	2	e	o
	i	x	a	n	r
	o	m	d	i	k
	n	p	l	f	c
	,	l	)	y	e
	C				

	h a n g e t h e d i v i s i o n s i g n t o m u l t i p l i c a t i o n ,	e : 3 1 / 2 = (2 * 3 + 1) / 2 = 7 / 2 . O n . G e c u n d e d P r e a c t i c e n	. 4) M u l t i p l y t r a n s f o r m a t i o n . G e n e r a l i n f o r m a t i o n . G e n e r a l i n f o r m a t i o n . G e n e r a l i n f o r m a t i o n .	i n g t h e s p l y t r a n s f o r m a t i o n . G e n e r a l i n f o r m a t i o n .	a r l y u s i n g ' G e n e r a l i n f o r m a t i o n ' P E M D A S ' i f o f t h e r o p e r a t i o n s
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	a	p	e	i	t
	n	l	:	s	k
	d	y	G	k	o
	F	K	r	e	n
	l	C	o	y	s
	i	F	u	(	r
	p	:	p	1	r
	t	7	w	0	e
	h	/	o	-	i
	e	2	r	2	n
	s	÷	k	1	v
	e	1	.	/	o
	c	/	G	2	l
	o	2	i	t	v
	n	=	v	h	e
	d	7	e	e	d
	f	/	e	n	.
	r	2	a	÷	E
	a	*	c	1	m
	c	2	h	/	p
	t	/	g	4	h
	i	1	r	)	a
	o	=	o	.	s
	n	7	u	.	i
	(	.	p	G	z
	t	G	a	u	e
	h	u	l	i	t
	e	d	i	r	e
	d	i	d	g	d
	i	v	e	e	P
	i	s	d	m	r
	s	P	a	a	n
	o	r	n	c	-
	r	a	i	t	r
	)	c	l	i	o
	.	t	a	c	u

	M	i	p	e	t
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	d	e	p	W	n
	e	:	e	o	e
	l	P	r	r	p
	s	r	.	k	r
	e	o	A	t	o
	v	v	s	h	b
	e	i	s	r	l
	r	d	i	o	e
	a	e	g	u	m
	l	w	n	g	s
	e	h	o	h	m
	x	i	n	a	a
	a	t	e	p	y
	m	e	p	r	h
	p	b	r	o	a
	l	o	b	v	e
	e	a	l	e	m
	s	r	l	e	m
	o	d	e	m	u
	n	s	m	i	l
	t	t	l	n	t
	h	o	i	v	i
	e	e	k	o	p
	b	a	e	l	l
	o	c	5	v	e
	a	h	1	i	v
	r	s	/	n	a
	d	t	3	g	l
	:	u	÷	a	i
	3	d	1	d	d
	/	e	1	d	s
	4	n	/	i	t
	÷	t	3	t	r
	1	.	.	i	a
	/	D	T	o	t

	2	i	h	n	e
	a	s	e	a	g
	n	p	y	n	i
	d	l	m	d	e
	5	a	u	d	s
	÷	y	s	i	.
	1	m	t	v	
	/	i	d	i	G
	3	x	r	s	
	.	e	a	i	i
	E	d	w	o	d
	m	n	a	n	e
	p	u	m	.	d
	h	m	o	'	P
	a	b	d	A	r
	s	e	e	c	a
	i	r	l	o	c
	z	d	(	n	t
	e	i	l	i	a
	t	v	i	k	e
	a	s	e	n	:
	t	i	a	e	'
	a	o	n	r	P
	w	n	u	h	r
	h	p	m	a	b
	o	r	b	s	l
	l	e	b	r	l
	n	l	l	/	m
	u	e	i	2	S
	m	m	n	l	o
	b	s	e	i	l
	e	l	)	a	t
	r	i	a	n	v
	h	k	n	r	i
	a	e	d	s	g

	s	4	s	o	R
	a	2	h	f	o
	d	/	o	w	u
	e	3	w	a	n
	n	÷	t	t	d
	o	2	h	e	R
	m	.	e	r	o
	i	H	c	.	b
	n	a	a	n	n
	a	v	l	c	.
	t	e	s	u	'
	r	t	l	h	S
	o	u	a	e	t
	f	d	t	r	u
	l	e	i	2	d
	.	n	o	1	e
	G	t	n	/	n
	u	s	s	2	t
	i	h	t	l	s
	d	o	i	t	i
	e	w	p	e	t
	d	e	.	r	i
	P	a	G	s	n
	r	c	r	a	c
	a	h	o	r	i
	c	s	u	e	r
	t	t	p	a	c
	i	e	s	d	l
	c	p	w	d	e
	e	:	i	e	s
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	i	n	t	I	f
	v	v	h	e	c
	i	e	e	t	h

	d	r	n	h	s
	e	s	p	e	t
	t	i	r	t	u
	h	o	e	o	d
	e	n	s	e	n
	c	,K	e	a	n
	l	C	n	l	t
	a	F	t	i	s
	s	,m	h	p	a
	s	u	i	o	r
	i	l	r	u	t
	n	t'	r	s	a
	t	p	i	r	e
	o	a	p	d	m
	p	p	r	i	u
	a	l	o	n	l
	i	r	o	t	t
	r	c	f	o	i
	s	a'	t	l	-
	.	G	t	/	s
	i	i	o	2	t
	v	o	t	l	e
	e	n	h	i	p
	t	,a	e	t	p
	h	e	n	c	r
	e	m	d	a	b
	'	s	s	o	b
	F	i	s	t	e
	r	m	.	t	m
	a	p	E	l	,
	c	l	n	e	s
	t	i	g	,h	e
	i	f	a	n	p
	o	n	g	o	p

	S	a	e	w	a
	t	t	m	m	s
	r	i	e	a	s
	i	o	n	n	e
	p	n	t	y	s
	s	.	:	b	i
	'	P	'	o	t
	t	r	E	t	t
	o	o	r	t	o
	s	v	r	l	t
	o	i	o	r	s
	l	d	r	a	n
	v	e	A	r	e
	e	i	n	e	x
	2	m	a	e	t
	/	m	l	f	i
	3	e	y	s	t
	÷	d	s	l	u
	4	i	i	l	e
	.	a	s	d	e
	W	t	'	a	n
	a	e	a	?	t
	l	f	c	'	t
	k	e	t	H	t
	a	e	i	e	o
	r	d	v	l	p
	o	b	i	p	e
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	t	e	e	i	x
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	v	t	e	e	a
	i	o	t	c	s
	t	m	h	t	e
	y	o	e	o	d
	:	v	i	r	o
	S	e	m	d	n
	t	t	p	e	t
	u	o	r	h	
	d	t	r	b	e

	e n t s w o r k o n a s e t o f l 0 p r o b l e m s i n v o l v i n g s i	h e n c e x t .O n e s t a i t i o n p h o n e i n v o l v i n g s i	t a n c e o f s i m p l i f i c a s t i o n s , W h e a t v i s t h e m	e f f o r t s f o r t h e f u t u r e (e n g i n e e r i n g s i	i n f o r m a t i o n h o b i e c t s , b a s i c a l l a m
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	n	n	e	p	h
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	l	e	e	a	a
	e	t	m	t	p
	n	h	e	i	p
	u	e	m	o	r
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	b	o	e	s	b
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	n	.	d	e	r
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	u	n	i	i	c
	r	e	n	z	l
	a	g	a	a	a

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	h	i	t	o	m
	e	z	h	n	a
	m	a	t	:	t
	t	t	w	R	e
	o	i	o	e	t
	u	n	i	v	o
	s	:	x	i	s
	e	D	e	w	l
	t	i	d	t	v
	h	s	n	h	e
	e	c	u	e	a
	c	c	u	m	k
	a	u	m	b	e
	n	s	b	e	d
	c	s	e	y	c
	e	w	r	w	r
	l	i	s	o	i
	l	t	?	r	t
	a	h	'	d	i
	t	t	E	s	q
	i	h	m	t	u
	o	e	p	h	e
	n	c	h	a	t
	m	l	a	t	h
	e	a	s	s	e
	t	s	i	i	c
	h	s	z	g	l
	o	w	e	n	a
	d	h	t	a	r
	b	y	h	l	i
	e	i	a	d	t
	f	t	t	i	y
	o	i	b	f	o
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	i	s	t	o	o
	p	a	b	p	b
	l	r	e	e	l
	y	y	c	r	e
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	i	o	f	c	a
	f	i	o	u	n
	y	m	r	s	d
	t	p	e	s	A
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	S	a	a	r	n
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	t	o	n	s	o
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	i s a n d G e n e r a l i z a t i o n : A s k s t u d e n t s , ' W h a t	H i g h l i g h t a i x e d n u m b e r s o n ' t e e d s v e t a f	r t s . R e f l e c t o n h o w e s t i d m a c r i t i c i s m e n t p e r a d v e t r i f	r e m a i n f i n g ' o n h a l p y - C h a n g e - F l i p ' r u l e a n d	r e v i e w o f t h e ' K e e p - C h a n g e - F l i p ' r u l e a n d
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	h a p p e n s t o t h e q u o t i e n t w h e n y o u d i v i d e a f r a	l l o w f r o t h e c i o p r o c a l p r o p e r t y i n t h e a i r s t	y t h e r e s u l t s .	, w h e r e ' s h a r e d ' o r ' c u n t i n t o ' i n d i c a t e s d i v	i x e d n u m b e r c o n v e r s i o n s . A s k s t u d e n t s t o h
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	c t i o n b y a w h o l e n u m b e r g r e a t e r t h a n l ? ' L e a d	a n d a r d f o r m .E n d w i t h a s s u m a t e r y o f t h e 3 - s t e p		i s s i o n .E m p h a s i z e f o r l o w i n g t h e o r d e r o f o p e	a r e o n e t i p h a s e l e a f o r n e d t h i s w e e k o f d e r a v o i d i
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	t h e m t o r e a l i z e t h e q u o t i e n t g e t s m a l l e r .S	p r o c e s : C o n v e r t , K C F , S i m p l i f y .		r a t i o n s .	n g i s t a k e s .D i s t r i b u t e t h e f i n a l f o r m a t i v
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	u m m a r i z e t h e s t e p s o f f r a c t i o n d i v i s i o n .				e a s s e s s m e n t .
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L e a r n i n g R e s o u r c e s : L i s t d o w n t h e l e a r n i n g r e s o u r c e	D e p E t e l G r o a d e 6 M a t h e m a t i c s T e a c h e m b e r ' s G u i d e a	W h i t e b o a r p e r s , M i n u t e b e r e p o s i t i o n s	M a n i l l a p a r p e r l v m i n e g k e r s , M u t e b e r e p o s i t i o n s	P r o b i l e m - s o l v m i n e g k e r s , M u t e b e r e p o s i t i o n s	R e c i p e c a r d s , m i n e g k e r s , M u t e b e r e p o s i t i o n s
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e s t h a t w i l l h e l p y o u r e a c h y o u r o b j e c t i v e s .E n s u r e t h a t t h e y	n d L e a r n e r ' s M a t e r i a l s (Q u a r t e r l) , F r a c t i	o p e r r o r A n a l y s i s ' w o r k s i n h e t s .D e p e d S e l	, ' E r r o r A n a l y s i s ' w o r k s i n h e t s .D e p e d S e l	l a n c e s , R i b b o n /S t r i n g f o r p h y s	a t i o n) , s t u d e n t - c r e a t e d w o r d p r o b l e m b a n
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are available and inclusive.	on - Learning Module 8.				ick.
On - Learning Module 8.	U - Peer Tutor	P - Peer Tutor	D - Peer Tutor	U - Peer Tutor	S - Peer Tutor

u	u	t	e	e	o
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e	d	g	t	i	c
s	e	d	e	d	t
f	l	u	d	e	o
o	r	r	p	o	n
r	(	i	r	b	p
i	n	g	o	b	p
t	r	'	l	c	o
e	c	F	e	t	r
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t i e s t o m e a n i n g f u l l y a n c h o r l e a r n i n g a r e a s , s p e c i a l t o p i c ,	u a l l e a r n e r s t o ' s e t ' t h e d i v i s i o n c e p t o f s t .	a d v a n c e d r e v e l o p m e n t s	p u b l i c a t i o n , L e v e l 2 f o r e x p o s i t i o n e n c o d e d p r o b l e m s	r o v i d e n c e s i n t e r n a t i o n a l c o n f e r e n c e s a n d o t h e r i n t e r n a t i o n a l c o n f e r e n c e s	A n a l y s i s ' s e c e s i o n t o b u i l d i n g t h e c o n f e r e n c e s
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o r t e c h n o l o g y . W r i t e N / A i f f n o n e .		r u g g l i n g p e r s .	, L e v e l 3 f o r n o n - r o u t i n e c h a l l e n g e s .	u l t i - s t e p r o b l e m s .	k i l l s .
A s s e s s e m e n t	Assessment s reveal what learners				

s	have	gained
s	and	what
m	they	still
e	need	help
n	with.	These
t	are	helpful
.	in	providing
	you	with
	information	
	to	guide
	your	future
	instruction.	
F	1	1
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l	/	4	B	)	1	C	)	0	D	)	3	\	n	2	.	S	o	l	v	e	2	1	/	4	\	1	1	/	8	.	A	)	2	B	)	1														
r	r	a	c	t	i	o	n	.	A	)	5	/	4	B	)	1	1	/	4	C	)	9	/	4	D	)	1	0	/	4	\	n	2	.	C															
/	8	?	A	)	5	/	8	B	)	8	/	5	C	)	1	D	)	4	0	\	n	2	.	C	a	l	c	u	l	a	t	e	1	/	2	\														
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[illegible]

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	1	s	A	n	o
	5	5	)	s	p
	C	÷	1	o	l
	)	1	1	l	e
	1	1	/	v	u
	1	/	3	e	s
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	b y / 2 , t h e r e s u l t i s : A) 2 B) 1 / 8 C) 8 D) 4 1 / 2 \n	4 .S o l v e 2 / 5 ÷ 2 4 .A 1) 0 2 / 3 B) 1 / 3 C) 8 D) 4 1 / 2 \n	m p l i f y 4 2 / 5 ÷ 2 1 / 5 A) 0 2 / 3 B) 1 / 5 D) 2 / 2 / 3 5 D \n 5 .W h	i d e b y 1 / 8 ' ? A) (1 / 1 2 + 1 / 4) ÷ 1 / 8 B) 1 / 2 / 2 / 3 + (1 / 4 ÷ 1	c h f l o u r i s n e d e d f o r 5 p e o p l e ? A) 2 3 / 4 c u p s B
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o	c	r	/	C	
p	e	e	2	)	
e	r	f	÷	5	
r	a	w	1	c	
t	o	r	/	u	
i	o	o	)	s	
o	d	c	+	D	
n	6	a	1	)	
i	1	l	/	2	
s	/	o	4	1	
t	2	f	D	/	
h	e	3	)	2	
e	e	1	1	c	
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a	t	2	2	p	
m	?	+	s		
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i	i	/	n	u	
n	n	2	3	h	
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b	o	)	M	v	
y	2	3	a	e	

	1 / 3 ? A) M u l t i p l y i n g b y l / 3 B) S u b t r a c t i n g 3 C	e q u a l p i e c e s . H o w l o n g i s e a c h ? A) 3 l / 4 f t B) 1	2 / 1 D) 1 / 3	r y h a s 5 k g o f r i c e . S h e t e g i v e s l / 2 k g t o a r e e i g h b	2 1 / 2 b a r s o f c h o c o l l e a n d e a t l / 2 b a r e v e r y d
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	p	t	D	i	a
	l	D		d	n
	y	)		e	y
	i	1		s	a
	n	2		t	y
	g	1		h	s
	b	/		e	w
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				t s t e p i n s o l v i n g : ' 3 1 / 2 - 1 / 2 ÷ 1 / 4 ' ? A) S u b t r	e r p a v i n g 5 1 / 4 m e t e r s , t h e r e s t i d i v i d e d i n
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				a c t i o n B) D i v i s i o n C) A d d i t i o n D) M u l t i p l i c	t o 3 e q u a l s e c t i o n s . H o w l o n g i s e a c h ? A) 3 1 / 2
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					a t i o n (K C F)	m B) 5 1 / 4 m C) 1 0 1 / 2 m D) 4 m
W a y s F o r w a r d .	Meaningful learning can also happen beyond the classroom - for both the learners and the teacher. Pause and reflect on what happened today.					
E x	F r	R e	R e	P r	V i	

successfulizing Division: Create a posture for a	oblem Create a White Paper for a	al - world Market: Measure the growth	cipe Scaling: Take a mile to the mile	act ion Hunt: Find the need in the market	ten ded Lead a winning proposition: Suggest to the
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ear n i n g e x p e r i e n c e s o u t s i d e t h e c l a s s r o o m / c l a s s h o u r s t h a	t h e f r a n c i s t i o n a l w e i g h t s a n d c a n c u l l a t e h o w m a n	h e c a r a c t u r a l i t y e s s e n c e s a n d c u l l a t e h o w m a n	o f a r r o u n d i n m e n t e r s a n d d i c t a n c u l l a t e h o w m a n 3 / 4	l e t a m v i d e o e x p l a i n i n g t h e ' K e e p - C h a n g e - F o l i p
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t l e a r n e r s m a y w a n t t o a c c e s s t o r e i n f o r c e w h a t t h e y h a v e l e a r	y l / 8 u n i t s a r e i n e a c h .	t s b y 2 t o s e r v e h a l f t h e p e o p l e .	m e t e r t i l e s w o u l d f i t i n a s i n g l e l i n e .	r a c t i o n s a n d o p e r a t i o n s i n b i b l i c a l o b j e c t s .	' r u l e s i n g a r a w i n g o r p h y s i c a l o b j e c t s .
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ned . . .				key .	
Reflections: Think about what you need to change	(To be filled out after the first reflection)	(To be filled out after the second reflection)	(To be filled out after the third reflection)	(To be filled out after the fourth reflection)	(To be filled out after the fifth reflection)
	Reflection 1	Reflection 2	Reflection 3	Reflection 4	Reflection 5

g e f o r t h e n e x t s e s s i o n b a s e d o n w h a t h a p p e n e d t o d a y .	o n P r o m p t : D i d t h e l e a r n e r s e a s i l y g r a s p t h e c o r e c o n c	o n P r o m p t : D i d t h e g u i d e d p r a c t i c e f f e c t i v e l y t r a n s	o n P r o m p t : W h i c h p a r t o f t h e c o l l a b o r a t i v e t a s k c h a l l	o n P r o m p t : H o w w e l l d o t h e f o r m a t i v e a s s e s s m e n t r e f	o n P r o m p t : W h a t p e r c e n t a g e o f t h e c l a s s r e a c h e d p r o f
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e p t i n t r o d u c e d t o d a y ?	l a t e i n t h e o d e p e n d e n t s u c c e s s ?	e n g e d t h e s t u d e n t h e m o s t ?	e c t h e l e a r n i n g o b j e c t i v e s ?	c i e n c y b y t h e e n d o f t h e w e e k ?
Prepared by: Teacher		Checked by: Principal / Head		