GRADES 1 to 12 DAILY LESSON LOG	School:	DepEdClub.com	Grade Level:	VI
	Teacher:	File created by Ma'am NORMITA B. PINEDA	Learning Area:	MATHEMATICS
	Teaching Dates and Time:	SEPTEMBER 11 - 15, 2023 (WEEK 3)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards:	The learner demonstrates understanding of the four fundamental operations involving fractions.				
B. Performance Standards:	The learner is able to apply the four fundamental operations involving fractions in mathematical problems and real-life situations.				
C. Learning Competencies/Objectives: Write the LC Code for each	**M6NS-Ic-96.2** The learner divides simple fractions and mixed fractions.	**M6NS-Ic-97.2** The learner solves routine problems involving division without any of the other operations of fractions and mixed fractions using appropriate problem solving strategies and tools correctly.	**M6NS-Ic-97.2** The learner solves routine problems involving division with any of the other operations of fractions and mixed fractions using appropriate problem solving strategies and tools correctly.	**M6NS-Ic-98.2** The learner creates problems (with reasonable answers) involving division without or with any of the other operations of fractions and mixed numbers. .	
II. Content	Division of Fractions and Mixed Numbers	Solving Routine Problems Involving Division without any other operations of Fractions and Mixed Fractions Using Appropriate Problem Solving Strategies and Tools	Solving Routine Problems Involving Division with any other operations of Fractions and Mixed Fractions Using Appropriate Problem Solving Strategies and Tools	Creating Problems (With Reasonable Answers) Involving Division Without or With any other operations of Fractions and Mixed Fractions	
II. LEARNING RESOURCES					
A. References					
1. Teacher's Guide Pages					
2. Learner's Materials Pages					
3. Textbook Pages					
4. Additional Materials from Learning Resource (LR) portal	BEAM LG Grade 6, Module 10	DLP Gr. 6 Module 40 pp. 6 – 7	BEAM LG Gr. 6 Module 10 p. 33	BEAM LG Gr. 6 Module 10	BEAM LG Gr. 6 Module 10

		BEAM LG Gr. 6 Module 10 p. 32			
B. Other Learning Resources	Teacher-made worksheets Videos: https://youtu.be/hTIQdRqh7eg https://youtu.be/4aOVpcBHeNM	Teacher-made worksheets	Teacher-made worksheets	Teacher-made worksheets	Teacher-made worksheets

III. PROCEDURES					
A. Reviewing Previous Lesson or Presenting the New Lesson	Picture Equation: (Review of multiplying fractions) Students will be grouped into 5. Each group will be given set of pictures illustrating various fractions. What the pupils will do is to find the pictures of fractions that will give the indicated product when multiplied. Example: 2/ 3 *x* ¾	Group Activity: The class will be divided in groups with five members. As a group, they will answer questions given by the teacher involving division of fractions. The group who will get the highest score will be declared the winner. 1. 6/8 ÷ 2/5 2. 5 7/8 ÷ 3/5 3. 9 1/6 ÷ 5 4. 10 / 2 ÷ 4 1/4 5. 7/15 ÷ 3 1/5	Collaborative Activity: The class will be divided into 10 groups. Each group will be given a worksheet to recall the concept of division of fractions and its application in problem solving. (Worksheet No. 4) Note: You can limit the number of groups	Give a group activity to the class (see DLP Creating Problemreview) Ask the following questions: 1. How do you find the activity? 2. What did you consider in arranging the phrases? 3. What can you say about the problems formed? 4. Do you think it is easy to make problems?	Group Game: The class will be divided into 5 groups. Each group will make a problem similar to the one posted by the teacher. After making the problem, each group will exchange their work and answer the problems made by the other group. “Mark makes decorative candles. He has 3 2/3 kg of wax at home and buys 5 1/4 kg more. If he uses 3/7 kg of wax for each candle, how many candles can he make in all?”
B. Establishing a Purpose for the Lesson	Ask the learners: 1. How did you arrive with your answer in each one? 2. How do we multiply fractions and mixed numbers? 3. In what instances do we need to divide fractions and mixed numbers?	Post a problem and instruct the learners to solve it using any method. “There were 10 1/2 loaves of bread which were equally shared with 21 street children. What part of the bread did each child get?” Call for volunteers to solve the problem on the board. Allow the students to explain their work and compare it with the others.	Ask the learners: 1. How do we divide fractions? (cite various examples given different types of fractions, ex. Dividing whole number by a fraction; a fraction by another fraction etc.) 2. How do we solve word problems?	Inform the class that the target for today’s lesson is to write interesting and challenging word problems for their classmates to solve. Ask them what they already know about creating word problems.	Facilitate the processing of the pupils’ works.
C. Presenting Examples/Instances of the Lesson	Give an overview on dividing fractions through video presentation. Direct solution: (https://youtu.be/hTIQdRqh7eg) Using bar model: (https://youtu.be/4aOVpcBHeNM)	Introduce Polya’s 4 steps in solving problems: ⎩ Understand the problem What is asked? What are the given? ⎩ Devise a plan What operation to be used? What is the number sentence? ⎩ Carry out the plan What is the complete solution? ⎩ Look back	Give a new set of problems (combination of different operations) and ask the pupils to analyze and differentiate it from other problems they have encountered.	To facilitate the presentation of the lesson, refer to the attached DLP (“During the lesson” part).	Introduce another way of crafting word problems, this time given the mathematical sentences. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more

		and evaluate the solution Check if the answer is correct. Note: You may also show the solution using bar mode	1. Mother gave 2/7 of a cake to her sister and 1/5 to her father. If she will divide the remaining cake to her 3 children, what part of the cake will each get? 2. Mike drank 1/2 glass of milk at breakfast, 2/3 glass at lunch and 4/5 glass at dinner. If he has one bottle of milk which is good for 6 glasses, will it last for 4 days?		
D. Discussing New Concepts and Practicing New Skills #1	Think-pair-share: Using bar models, divide the following fractions. 1. 8 ÷ 1/2 2. 5/6 ÷ 3 3. 4/6 ÷ 1/3 4. 3 1/2 ÷ 1/3 5. 1/5 ÷ 2 1/5	Think-pair-share: Two (2) problems will be posted and will be solved by the pupils in pairs. (refer to DLP Gr. 6 Module 40 pp. 6 – 7)	Triads: The class will be divided into group of three. Each group will be provided with a task card. (Worksheet No. 5)	Collaborative activity: Give this problem as an exercise (problem that was already presented to them before): Mikka did 2/13 of a load of laundry on Thursday and 5/13 of a load of laundry on Friday. If she will still do laundry on Saturday and Sunday, what part of the remaining laundry will each day have?	
E. Discussing New Concepts and Practicing New Skills #2	Collaborative Activity: The class will work on this activity in groups. “Follow Me” Complete instruction and activity sheets could be found in BEAM LG Gr. 6 Module 10 pp. 22-28	Collaborative Activity: Give a task card that each group will solve. (Refer to Worksheet 2 – Let’s Investigate) A rubric on how the work of the pupils be graded will also be provided. (from BEAM LG Gr. 6 Module 10 pp. 32)	After the activity, the teacher will ask the pupils their insights and experiences while doing the task.		Collaborative Activity: Post mathematical statements on the board which the class will try to form word problems about. 1. 5 3/4 ÷ 4 2. 3 5 7 ÷ 2 3 Write on the board the problems that the pupils may think. Then volunteers will solve each problem on the board.
F. Developing Mastery (Leads to Formative Assessment 3)	Individual Activity: Find each quotient. 1. 5/8 ÷ 2/3 2. 3 1/3 ÷ 2/5 3. 5 3/5 ÷ 4 4. 4 1/2 ÷ 2 1/3 5. 7/9 ÷ 2 3/4	Individual Activity: In their notebook, let the pupils solve these problems. 1. Shane has a piece of rope that is 7 4/5 meters long. If he cuts it into pieces that are each 3/5 of a unit long, how many pieces does he have?	Individual Activity: Let the pupils solve the following individually. 1. Margarita solicited 10 2/3 litres of paint for the Brigada Eskwela. Their City Mayor gave their school another 7 2/5 litres of paint. If each classroom needs		Individual Activity: Let the pupils do the following individually. 1. Write a problem similar to “Don Antonio has 7 7/8 hectares of land. His wife has 2/3 of what he has. If they will divide their lands among their 7 children, what part will each child have?”

		2. Dawn is making pan cakes for her friends. Each pan cake requires 4 1/3 table spoon of flour. If she has 10 friends, do you think 43 1/2 spoons of flour is enough? Explain.	2 3/7 litres, how many classrooms can be painted? 2. Rona has 20 1/2 meters of cloth, she uses 2/3 of it for a girls' dress. The remaining cloth will be used for a baby dress. If each dress needs 4/5 meters, how many baby dress can Rona make?		2. Write a story problem that shows: 3 5/7 ÷ 4/5 = □
G. Finding Practical Applications of Concepts and Skills in Daily Living	Ask: In your everyday life, how can the concept of dividing fractions be helpful to you? Explain the reason of saying so.	Ask the students if the problems they encounter during the lesson really do happen in real-life.	Ask: From all the activities that we had, aside from the concept of dividing fractions, what other ideas do you think are useful in our daily lives?		Ask: If you will relate to a song your experience in creating word problems, what would it be and why?

H. Making Generalizations and Abstractions about the Lesson	"How do we divide a whole number by a fraction? a fraction by another fraction? a mixed number by a fraction? a mixed number by a whole? mixed numbers? a Fraction by a mixed number?	Let the pupils recall and generalize the steps in solving word problems. 1. Understand the problem 2. Devise a plan 3. Carry out the plan 4. Look back and evaluate the solution	Encourage the pupils to identify the techniques and strategies they applied in order to solve the problems the quickest way possible aside from the steps you've given them.	Let the pupils discuss to the class the points to remember when creating word problems.	Let the pupils discuss to the class the points to remember when creating word problems.
I. Evaluating Learning	Refer to worksheet No. 1	Refer to worksheet No. 3	Refer to worksheet No. 6		1. Write a word problem that can be solved by the statement 12 5/7 ÷ 2 1/5 . 2. Create a problem similar to this: "Martin is a long distance runner. He can run a mile at a consistent pace of 8 2/5 minutes. How many miles can he run in 1 1/3 hours if he keeps that pace?"
J. Additional Activities for Application or Remediation		Make a journal stating what you have learned and how you will apply the concept of	Make a poster showing real-life situations of solving word problems about fractions.		Write a paragraph explaining your experience in creating word problems and discuss its importance to your daily life.

		division of fraction inside your home.			
IV. REMARKS					

V. **REFLECTION**	
A. No. of learners who earned 80% in the evaluation	
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 work well? Why did these work?	
F. What difficulties did I encounter which my principal or supervisor can help me solve?	
G. What innovations or localized materials did I used/discover which I wish to share with other teachers?	