GRADE 6 DAILY LESSON LOG				
School	IMMALOG ELEMENTARY SCHOOL	School Head/Principal	LEILANI B. APOLINAR	
Teacher	RAYMOND G. MARZAN	Grading Period	FIRST QUARTER	
Date	JULY 8-12, 2019	Week	6	

MATHEMATICS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Topic	Multiplying Decimals and Mixed Decimals with Factors up to 2 Decimal Places	Multiplying Mentally Decimals up to 2 Decimal Places by 0.1, 0.01,10, and 100	Solving Routine and Non-Routine Problems Involving Multiplication of Decimals and Mixed Decimals Including Money Using Appropriate Problem Solving Strategies	Solving Routine and Non-Routine Problems Involving Multiplication of Decimals and Mixed Decimals Including Money Using Appropriate Problem Solving Strategies	Solving Routine and Non-Routine Problems Involving Multiplication of Decimals and Mixed Decimals Including Money Using Appropriate Problem Solving Strategies
Learning Competencies	M6NS-Ie111.3 Multiplies decimals and mixed decimals with factors up to 2 decimal places	M6NS-Ie111.4A Multiplies mentally decimals up to 2 decimal places by 0.1, 0.01,10, and 100	M6NS-Ie113.2 Solves routine and non-routine problems involving multiplication of decimals and mixed decimals including money using appropriate problem solving strategies	M6NS-Ie113.2 Solves routine and non-routine problems involving multiplication of decimals and mixed decimals including money using appropriate problem solving strategies	M6NS-Ie113.2 Solves routine and non-routine problems involving multiplication of decimals and mixed decimals including money using appropriate problem solving strategies
References (printed, nonprinted and online sources and from LRMDS portal)	MISOSA Module Gr. 5 – Multiplication of Mixed Decimals; Proded Math 36-C: Multiplying Mixed Decimals	MISOSA Module Gr. 5 – Multiplication of Mixed Decimals; Proded Math 36-C: Multiplying Mixed Decimals	NFE A&E Learning Material: Multiplication and Division of Decimals (2001), pp. 17-21	NFE A&E Learning Material: Multiplication and Division of Decimals (2001), pp. 17-21	NFE A&E Learning Material: Multiplication and Division of Decimals (2001), pp. 17-21
Strategies/Procedure	A. The school hosted a singing contest. The scores of two contestants in the Finals are shown in the table below: Answer the following Questions. 1) What is Jo's total score? What is Jen's total score?	A. Revisit the previous lesson by giving some examples for the learners to work on. Then ask them to explain how to multiply decimals and mixed decimals. Then, flash the following and let them show their answers using their drill 23 x 1 23 x 10 23 x 100 23 x 1000 23 x 10 000 Ask: What is a quick way to get the answer when a whole number is multiplied by 10,	A. Flash the following and let them show their answers using their drill boards. 10 x 0.56= 4.63 x 0.1 2.36 x 0 .01 0.36 x 0.001 Ask: How do we multiply decimals and mixed decimals by 10 and 100? How do we multiply decimals and mixed decimals by 0.1 and 0.01? B. Ask: Do your parents sometimes ask you to buy	A. Let the learners revisit their experiences in the previous lesson. Ask: How do you know if a given word problem involves multiplying decimals and mixed decimals? How do we solve such word problems? B. Ask: Do you find the problem, in the previous lesson interesting and challenging?	A. Let the learners revisit their experiences in the previous lesson. Ask: How do you know if a given word problem involves multiplying decimals and mixed decimals? How do we solve such word problems? B. Ask: Do you find the problem, in the previous lesson interesting and challenging?

2)   Who won between Jo and Jen?

3)   Flow many more points should the non-winner have scored to tie with the winner?

B. Ask:
 Do you know how much we weigh on the Moon? To find out, we need to multiply our weight on Earth by approximately 0.17 so we would know our weight on the Moon
Inform the learners that today they will be learning how to multiply decimals and mixed decimals by whole numbers.

C. Present this problem.
"Louis, an astronaut, will travel to the moon to do some explorations on its surface. He weighs 63 kg here on Earth. What would be his weight when he lands on the moon?"
Check if they understand the problem (e.g., What is his weight here on Earth? What is the problem asking us to do?).
Ask for an estimate of the answer.
Do you think his weight on the moon is more than 10 kg?

100, or 1000 (or even 10 000)?

B. Ask: Have you tried selling items to a junkshop before? What items have you sold? Is it good that we sell items to junkshops? Why?
Inform the learners that the target for this lesson is for them to multiply decimals mentally not only by 10 and 100, but also by 0.1 and 0.01.

C. Present this situation.
Mang Ambo sold copper wire to the nearest junkshop. The table below shows the packs of copper wires he sold.

Pack	Amount per kg	Weight in kg
A	P45.75	0.01
B	P45.75	0.1
C	P45.75	10
D	P45.75	100

Check if they understand the situation.
(How much is 1 kg of copper wire? How will Mang Ambo find the amount he will be paid for each pack?)

D. Let them find how much Mang Ambo will be paid for each pack. Focus on Packs C and D. Ask if they see any pattern.
45.75   x 10   = 457.5

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goods in a market? What items do you usually buy? How do you feel when your parents ask you to buy something in market? Why is it important to help your parents?

C. Present the following problem to the class:
"Joan went to the market to buy fish to be cooked by her mother for lunch. She bought 2.5 kilos of tilapia at P110 per kilo. How much did she pay for it?"
Check if they understand the problem. Ask for clarifications about it.
Let them think about how they can arrive at the exact answer. Then, ask for an estimate of the answer.

C. Let them work on this problem in pairs. Emphasize the use of Polya's 4 steps: Understand Plan, Solve, and Check. Encourage them to use any appropriate strategy that will help them solve the problem. Afterwards, let them display and explain their solutions to the class.

D. Read, analyze and solve.
Mother bought 15.75 kilos of flour for making trays of polvoron. If each kilo of flour

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Have you experienced similar situations in real life?
Inform the class that the target in this lesson is fo them to develop their skills further in solving word problems involving multiplication of decimal; and mixed decimals.

C. Present the following problem to the class:
The area of a rectangular room is 24 square metres. What could be the possible dimensions of the room?
Length   Width   Area

Check if they understand the problem. Ask for clarifications about it.

D. Let them work on this problem in small groups. Emphasize the use of Polya's 4 steps: Understand, Plan, Solve, and Check. Encourage them to use any appropriate strategy that will help them solve the problem. Afterwards, let them display and explain their solutions to the class.
Some possible answers:
Length	Width	Area
3 m	8 m	24 m
2.4 m	10 m	24 m
7.5 m	3.2 m	24 m

E. Ask:

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Column 1

What is the most it could be? Could it be 12 kg?

D. Think-Pair-Share Once an estimate is decided on, give each pair time to think about and solve the problem. Then, let them share their solutions with another pair.
63 x 0.17 = 10.71 kg
Using only the result of this computation and estimation, let them give the exact answer to each of the following:

6.3 x 0.17   63 x 1.7
0.63 x 0.17   6.3 x 1.7
Ask: How did you know where to place the decimal point in each product?

E. Find each product.
Example: 3.04 x 0.6 (see also Proded Math 36- C, pp. 5-7)
Ask: How does multiplying decimals compare with multiplying whole numbers?

F. Encircle the statement that gives the greater product.
Examples:
1)   0.29 x 0.8 0.92 x 0.08
2)   5.4 x 0.17 0.45 x 7.1

G. A student assistant in a university earns P35 per hour. The table below shows the number of hours she worked

Column 2

45.75   x 100 = 4 575
Ask: When you multiply a decimal by 10 or 100, what do you notice about the multiplicand and the product? What do you observe about their digits?
Provide more examples of multiplying decimals by 10 and 100.
Ask: When you multiply a decimal by 10 or 100, what is a quick way to get the answer?

E. Focus on Packs A and B. Ask if they see any pattern.
45.75x 01   = 4.575
45.75 x 001 = 0.4575
Ask: When you multiply a decimal by 0.1 or 0.01, what do you notice about the multiplicand and the product? What do you observe about their digits?
Provide more examples of multiplying decimals by 0.1 and 0.01.

F. Complete the following puzzle.

ACROSS
1)   1.436 x 100
2)   45.38 x 10

Column 3

costs P45.50, how much did she pay for it?
Let them present their solutions and explain why they think their answer is accurate.
Point out the importance of following the four steps when solving word problems.

E. Read, analyze, and solve this problem.
The classroom is 12.5 meters long and 7.25 meters wide. What is its area?
[You may add more word problems. See NFE A&E Learning Material: Multiplication and Division of Decimals (2001), pp. 17-18]

F. Ask the learners to think of situations outside the school wherein multiplying decimals would be useful to them.

G. How do we solve word problems involving multiplication of decimals and mixed decimals?
(Referring to Polya's 4 steps) Why is each step important in problem solving?

Column 4

How is this problem similar to/different from the problems we solved yesterday?
What makes this problem challenging?

F. Replace each letter with a numeral that will make the following computation true.
3   .   A   4
x   B   .   C
C   .   A   B

G. Point out that there are problem situations in the real world that they will find to have no clear pat to an answer. Ask them why it is important for them to be capable of solving different types of problems.

H. How do we solve word problems involving multiplication of decimals and mixed decimals?
(Referring to Polya's 4 steps) Why is each step important in problem solving?

Column 5

E. Ask:
How is this problem similar to/different from the problems we solved yesterday?
What makes this problem challenging?

F. Replace each letter with a numeral that will make the following computation true.
3   .   A   4
x   B   .   C
C   .   A   B

G. Point out that there are problem situations in the real world that they will find to have no clear pat to an answer. Ask them why it is important for them to be capable of solving different types of problems.

H. How do we solve word problems involving multiplication of decimals and mixed decimals?
(Referring to Polya's 4 steps) Why is each step important in problem solving?

each day during a certain week.

Day	Hours
Monday	3.5
Tuesday	2.25
Wednesday	275
Thursday	22
Friday	4.1U

How much did she earn each day?
How much did each earn in that week?

H. How do we multiply decimals and mixed decimals?
How do you know where to place the decimal point in the product?

DOWN 1) 164 x 0.1
3)   10 x 3.83
4)   62.8 x 0.1

G. Mang Ambo found out that another junkshop buys copper wire at P48.5 per kg. How much more could he have earned if he sold his 4 packs of copper wire to this junkshop than the other one? Ask: When is it useful to compute products mentally?

H. How do we multiply a decimal by 10 or 100? What is a quick way to get the answer mentally?
How do we multiply a decimal by 0.1 or 0.01? What is a quick way to get the answer mentally?

Assessment	A. Complete each statement. 1) The product of 2.5 and 3.45 is ___ . 2) 18.72 times 2.9 is ___ . 3) 2.35 x 1.6 = ___ . 4) 24.56 multiplied by 3.5 is equal to ___ . 5) When 3.57 is multiplied by 14.2, the number of decimal places in the product is ___ because	A. Find the product mentally. 1) 8.4 x 10 2) 4.35 x 0.1 3) 134.23 x 0.01 4) 0.24 x 100 5) 1.23 x 0.1	A. Read, analyze and solve. Show your complete and neat solution. Jason earns P380.65 daily. His sister earns 1.5 times what he earns daily. How much does his sister earn in a day? (You may add more.)	A. Read, analyze and solve. Show your complete and neat solution. Emily plans to make a 4.5m-by-4.5m square garden in her backyard. But due to lack of space, she decides to make it rectangular instead, whil covering the same area. What could be the possible dimensions of her garden?	A. Read, analyze and solve. Show your complete and neat solution. Emily plans to make a 4.5m-by-4.5m square garden in her backyard. But due to lack of space, she decides to make it rectangular instead, whil covering the same area. What could be the possible dimensions of her garden?
REMARKS — No. of Cases					
Mean					
% of Mastery					
No. of Learners within Mastery Level					

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