		GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	VI
			Teacher:		Learning Area:	MATHEMATICS
			Teaching Dates	**MARCH 10-14, 2025 (WEEK 5)**	Quarter/Week :	**4TH QUARTER**

	MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
I. OBJECTIVES					
A. Content Standards	The learner demonstrates understanding of volume of solid figures and meter reading.				
B. Performance Standards	The learner is able to apply knowledge of volume of solid figures and meter reading in mathematical problems and real-life situations.				
C. Learning Competencies/ Objectives	Collects data on one or two variables using any source. **M6SP-IVe-1.6**		Constructs a pie graph based on a given set of data. **M6SP-IVe-2.6**		
II. CONTENT	Collecting Data On One or Two Variables Using Any Source.		Constructing A Pie Graph Based on A Given Set of Data.		
LEARNING RESOURCES					
A. References					
1. Teacher's Guides	21st Century Matheletes pages 123-125		21st Century Matheletes pages 126-131		
2. Learner's Material pages					
3. Textbook Pages	21st Century Matheletes pages 317-323		21st Century Matheletes pages 324-326,331-332		
4. Additional Reference from Learning Resource					
B. Other Learning Resources					

III. PROCEDURES				
A. Reviewing previous lesson or presenting the new lesson	Review what a tally chart is and what it is used for. Tally chart-a way to keep track of data using tally marks to record results.	The table below shows how workers in Palawan get to work. | Mode of Transportation	Frequency | |---|---|
Bus	12
Jeep	14
Tricycle	28
Motorcycle	36
Taxi	10	 Answer the questions below: 1. How many people were in the survey? 2. What is the least preferred mode of transportation? 3. What is the most preferred mode of transportation? 4. How many people prefers to ride the motorcycle?		
B. Establishing a purpose for the lesson	Ask pupils if they have a dog, a cat or other pets at home.	Mang Celso brought home a regular pizza pie. (Ask your pupils to actually divide the pizza to his children). 1. Show the pupils an illustration of a circle. 2. Ask them about their thoughts on the divided pizza. 3. When they have done sharing their thoughts, explain that it is a representation of a "whole" of anything..		
C. Presenting examples/instances of the new lesson	Present this table.	Problem Opener: In a school, there are 800 pupils in Grade 7, 650 pupils in Grade 8, 450 pupils in grade pupils in grade 9 and 750 pupils in grade 10. Draw a pie graph to represent the numbers of pupils in the school.		

Pets		
dog	cat	Other pets

D. Discussing new concepts and practicing new skill #1	Organize the data. 	Pets	Tally marks	No. of pupils
Cat		
Dog		
other		
		| Guide questions: 1. How many pupils have a cat pet in their home? 2. How many pupils have a dog pet? 3. How many pupils have a pet that is not a dog or a cat? 4. How many pupils have a pet dog than a pet cat? 5. Ask those pupils under other category what kind of pet do they have.	WHOLE CLASS DISCUSSION Grade 7= $\frac{800}{2650}$ x = 30% Grade 8= $\frac{650}{2650}$ x = 25% Grade 9= $\frac{450}{2650}$ x = 17% Grade 10= $\frac{750}{2650}$ x = 28% Steps: 1. Find the angle measure for each section. Grade 7: 30 % of 360=0.3 x 360° = 108° Grade 7: 25 % of 360=0.25 x 360° = 90° Grade 8: 17 % of 360=0.17 x 360° = 61.2^o Grade 9: 30 % of 360= 28 % x 360° = 100.8^o 2. Draw a circle using compass. 3. Use protractor to draw the angle measure of each section then level it. 4,. Write a title for the graph. (See illustration of a pie graph on page 127 of 21st Century Mathletes Teacher's Guide)	

E. Discussing new concepts and practicing new skill #2	ACTIVITY Analyze the data given. Ages of Pupils in The Taekwondo class 14 15 18 16 13 15 16 17 16 15 18 17 14 16 13 16 17 19 b. Organize the given data using a table. | Age	No. of Pupils
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19	
18	
17	
16	
15	
14	
13	
TOTAL	
	| c. Ask the following questions and let the pupils answer it individually. 1. How many teenagers attending Taekwondo Classes? 2. What is the age of the oldest member of the Taekwondo class? 3. What is the age of the youngest member of the Taekwondo class? 4. What is the age majority of the pupils? 5. How many pupils have age greater than 15? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Group Work Group I and II . The table shows the percentages of blood types for a group of 200 people: Type A= 27% Type B= 21% Type AB= 13% Type O=39% Make a pie graph showing the given data. (Use compass and protractor) Group II and III. Make a pie graph using the following data: Monthly Expenses of Mendoza Family | Expenses	Percentage
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Education	40 %
Food	25%
Electricity	10%
Savings	10%
Others	15%	

F. Developing mastery (Leads to Formative Assessment)	Group Work Group I and II A survey was taken on a town A. In each of 20 houses, people were asked how many cars were registered to them. The results were recorded as follows: 0, 1, 2, 1, 0, 3, 0 1,2,3,4,0,2,3,1,1,4,0,2,3 Make a frequency table to this data. Group III and IV At a recent volleyball tournament, all of the 10 participants had to fill out a form that gave their names, address, and age. The ages of the participants were as follows: 25, 35, 30, 43, 25, 26, 35, 30, 43, 25 Make a frequency table to this data.	WORK BY PAIR The budget of Mr. Ocampo's Family is shown below: Present this on a pie graph. Food= 45% Education= 35 % Clothing= 10% Savings= 5 % Recreation= 5%	
G. Finding practical applications of concepts and skills in daily living	Let the pupils collect data from other Grade 6 pupils by following the instructions; a. Select a category they want to collect (example favorite subject) b. Make a frequency table of their collected data. c. Present it to the class	INDIVIDUAL ACTIVITY. 1. Make a pie graph showing how the grade in Math of each pupil is computed by the teacher if: Written work= 40% Performance task= 40% Quarterly Assessment= 20%	
H. Making generalizations and abstractions about the lesson	What is frequency table? How do you make a frequency table?	What is a pie graph? What are the steps in creating a pie graph? How do you represent data on a pie graph? How do we do a pie graph?	
I. Evaluating learning	Do the following: 1. The heights in inches of 30 pupils are as follows: 66, 68, 65, 70, 67, 64, 68, 64, 66, 64, 70, 72, 71, 69, 69, 64, 67, 63, 70, 71, 63, 68, 67, 65,	Do the following: 1. The following data show the result of a survey on the sports preferred by 200 Grade 10 pupils. Volleyball 25%, basketball 35%, badminton 15%,	

	69, 65, 67, 66, 69, 67. Prepare a frequency table for this data. 2. Below is the list of the ages of Grade 6 teachers in one elementary school in Aborlan. Construct a frequency table for this data. 23, 42, 21, 25, 23, 24, 25, 43, 40, 45, 28, 35, 36, 42, 40, 35, 37, 42, 43, 35 3. Make a frequency table for this set of data. 16, 18, 29, 35, 16, 18, 30, 34, 25, 30, 25, 27, 28, 30, 35	football 25%. Make a pie graph to present the data given. 2. Make a pie graph to show the sources of water pollution in our country. Agriculture 5%, industry 60% and cities 35%.

J. Additional activities for application or remediation	Do the following: 1. A die was rolled 30 times with the following results: 5, 5, 4, 4, 5, 6, 1, 2, 1, 6, 4, 3, 3, 3, 4, 2, 2, 5, 6, 4, 1, 2, 4, 3, 5, 5, 3, 3, 4, 2. Prepare a frequency table for this data. 2. Meldy recorded her score in 20 quizzes in math. The scores are follows: 20, 25, 12, 20, 23, 20, 18, 17, 18, 16, 20, 18, 18, 16, 20, 18. Prepare a frequency table for this data.	Make a pie graph using the data below: A survey conducted among the call center agents of their movie preference. | Type of Movie	Percentage
Horror	21%
Comedy	26%
Suspense	17%
Drama	12%
Action	24%	

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?				