

 <b>GRADES 1 to 12</b> <b>DAILY LESSON LOG</b>	<b>School:</b>	<b>File Submitted by DepEd Club Member - depedclub.com</b>	<b>Grade Level:</b>	<b>VI</b>
	<b>Teacher:</b>	<b>Credit to the author of this file</b>	<b>Learning Area:</b>	<b>MATHEMATICS</b>
	<b>Teaching Dates and Time:</b>	<b>JUNE 11-15, 2018 (Week 2)</b>	<b>Quarter:</b>	<b>1<sup>st</sup> Quarter</b>

	MONDAY	TUESDAY INDEPENDENCE DAY	WEDNESDAY	THURSDAY	FRIDAY
<b>I. OBJECTIVES</b>					
<b>A. Content Standards:</b>	The learner demonstrates understanding of the four fundamental operations involving fractions.				
<b>B. Performance Standards:</b>	The learner is able to apply the four fundamental operations involving fractions in mathematical problems and real-life situations.				
<b>C. Learning Competencies/Objectives:</b> Write the LC Code for each	<b>M6NS-Ib-90.2</b> The learner multiplies simple fractions and mixed fractions.		<b>M6NS-Ib-92.2</b> The learner solves routine problems involving multiplication with or without addition or subtraction of fractions and mixed fractions using appropriate problem solving strategies and tools correctly.	<b>M6NS-Ib-92.2</b> The learner solves non-routine problems involving multiplication with or without addition or subtraction of fractions and mixed fractions using appropriate problem solving strategies and tools correctly.	<b>M6NS-Ib-93.2</b> The learner creates problems (with reasonable answers) involving multiplication without or with addition or subtraction of fractions and mixed numbers.
<b>II. CONTENT</b>	Content is what the lesson is all about. It pertains to the subject matter that the teacher aims to teach. In the CG, the content can be tackled in a week or two.				
	Multiplying Simple Fractions and Mixed Fractions		Solving Routine Problems Involving Multiplication with or without Addition or Subtraction of Fractions and Mixed Fractions Using Appropriate Problem Solving Strategies and Tools	Solves Non-Routine Problems Involving Multiplication with or without Addition or Subtraction of Fractions and Mixed Fractions Using Appropriate Problem Solving Strategies and Tools	Creating Problems (With Reasonable Answers) Involving Multiplication Without or With Addition or Subtraction of Fractions and Mixed Fractions
<b>III. LEARNING RESOURCES</b>	Lists the materials to be used in different days. Varied sources of materials sustain children's interest in the lesson and in learning. Ensure that there is a mix of concrete and manipulative materials as well as paper-based materials. Hands-on learning promotes concept development.				
<b>A. References</b>					
<b>1. Teacher's Guide Pages</b>					
<b>2. Learner's Materials Pages</b>					
<b>3. Textbook Pages</b>					

<b>4. Additional Materials from Learning Resource (LR) portal</b>	MISOSA Module Grade 5 and 6 - Multiplication of Mixed Numbers and Fractions		MISOSA Module Grade 6 - Solving one-step word problems on multiplication of Fractions  DLP Grade 5 Module 27  Lesson Guide in Elementary Mathematics 5 p217	MISOSA Module Grade 6 - Solving two-step word problems on multiplication of Fractions  DLP Grade 5 Module 27  Lesson Guide in Elementary Mathematics 5 p217	
<b>B. Other Learning Resources</b>	Flash Cards Powerpoint Presentation		Flash Cards Powerpoint Presentation	Flash Cards Powerpoint Presentation	

IV. PROCEDURES																		
A. Reviewing Previous Lesson or Presenting the New Lesson	Review: (Using flash cards)		Complete the table below	Review game (charade)	Divide the class into 5 groups.													
	<p>A. Change the following mixed numbers to improper fractions</p> <p>1) <math>9\frac{4}{5}</math>                      4) <math>21\frac{3}{4}</math></p> <p>2) <math>12\frac{3}{7}</math>                        5) <math>25\frac{5}{6}</math></p> <p>3) <math>18\frac{1}{2}</math></p> <p>B. Reduce the following fractions to lowest term.</p> <p>1) <math>\frac{8}{10}</math>                            4) <math>\frac{22}{36}</math></p> <p>2) <math>\frac{12}{15}</math>                           5) <math>\frac{36}{48}</math></p> <p>3) <math>\frac{18}{24}</math></p>		<table><tr><th colspan="2">Multiply by <math>\frac{2}{3}</math></th></tr><tr><th>Input</th><th>Output</th></tr><tr><td>12</td><td></td></tr><tr><td><math>\frac{12}{15}</math></td><td></td></tr><tr><td><math>\frac{18}{20}</math></td><td></td></tr><tr><td><math>8\frac{7}{12}</math></td><td></td></tr><tr><td><math>10\frac{1}{8}</math></td><td></td></tr></table>	Multiply by $\frac{2}{3}$		Input	Output	12		$\frac{12}{15}$		$\frac{18}{20}$		$8\frac{7}{12}$		$10\frac{1}{8}$		Call 4 volunteers who will serve as the actors.
Multiply by $\frac{2}{3}$																		
Input	Output																	
12																		
$\frac{12}{15}$																		
$\frac{18}{20}$																		
$8\frac{7}{12}$																		
$10\frac{1}{8}$																		
			The pupils will act to show the following words without saying any words.	a) Addition (e.g. sum of, total, added to, in all)														
			Check	b) Subtraction (e.g. less, diminished, deducted, difference)														
			Plan	Multiplication														
			Solve	product, twice, times)														
			Understand	d) Division (e.g. quotient, divided by)														
			The pupils will guess the word.	All common answers will be eliminated. The group with the most number of correct answers remain will be the winner.														
			After all the words are revealed, ask another pupil to arrange the words in order.	Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more														
			Let the pupils explain the importance of each step.															
			Let them state what will happen if they missed any of the steps.															
B. Establishing a Purpose for the Lesson	Show a picture of a man harvesting fruits from a farm.		Show a picture of kids jogging in a track oval	Show a picture of a mother preparing a chicken dish for														
				Show a picture of a girl who is baking.														

	Ask pupils what are the things they can see in a farm. Ask the characteristics of the man.		Ask: ❑ What are the children doing? ❑ Why is it important for us to exercise?	lunch. Ask: ❑ What is your favorite chicken dish? Why? ❑ What do you think mother will cook for lunch?	Ask: What can you say about the picture? What do you think is the girl doing?														
C. Presenting Examples/Instances of the Lesson	Problem Opener: Mang Emong harvests crates of mangoes each day. The table shows the record of his harvest <table><tr><th>No. of hours</th><th>No. of crates harvested</th></tr><tr><td><math>\frac{1}{2}</math></td><td></td></tr><tr><td>1</td><td><math>3\frac{1}{2}</math></td></tr><tr><td>2</td><td>7</td></tr><tr><td>3</td><td><math>10\frac{1}{2}</math></td></tr><tr><td>4</td><td></td></tr><tr><td><math>4\frac{1}{2}</math></td><td></td></tr></table> How many crates of 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.	No. of hours	No. of crates harvested	$\frac{1}{2}$		1	$3\frac{1}{2}$	2	7	3	$10\frac{1}{2}$	4		$4\frac{1}{2}$			Problem Opener: Carlo can jog 4 23 km in one hour. How far can he jog in 12 hour? Let the pupils discuss the steps in solving word problems. Understand ❑ What is the problem asking you to find? ❑ What are the given information that will help us solve the problem? Plan ❑ Can you visualize how to go through the problem? ❑ What strategies can you suggest to solve this problem?  Solve ❑ Show the solution.  Check ❑ Have you checked your calculations? ❑ Did you use correctly all important data provided? ❑ Does the answer make sense? ❑ Did you look for another way to solve the problem to find out if your answer is correct?	Problem Opener: Michael saved 200 pesos. He used 12 of it to buy a bag and 12 of his remaining money to buy a book. What fraction of his money was left? How much was left? Let the pupils discuss the steps in solving word problems. Understand ❑ What is asked in the problem? ❑ What are the given facts?  Plan ❑ What are the operations to be used? ❑ What is the correct number sentence?  Solve ❑ Show the solution.  Check ❑ Have you checked your calculations? ❑ Did you use correctly all important data provided? ❑ Does the answer make sense? ❑ Did you look for another way to solve the problem to find out if your answer is correct?	Let the pupils give a name for the girl in the picture. Ask them to make a scenario/situation. Ask: What are the needed ingredients in making a cake? Out of the given situation, let the pupils create an interesting word problem. Let them discuss. What are the things they should consider in creating a word problem?
No. of hours	No. of crates harvested																		
$\frac{1}{2}$																			
1	$3\frac{1}{2}$																		
2	7																		
3	$10\frac{1}{2}$																		
4																			
$4\frac{1}{2}$																			
D. Discussing New Concepts and Practicing New Skills #1	Pair work Find the product of the following. Reduce the answer to simplest form, whenever		Group work Groups 1 and 2 (using any strategy): “A garden plot is 5 1/2 meters	Group work Answer the following problems. What comes next in the given	Group work (5 groups) Make another interesting problem out of the previous situation.														

	<p>possible.</p> <p>1) <math>\frac{5}{8} \times 1\frac{1}{2}</math></p> <p>2) <math>3\frac{1}{4} \times \frac{7}{8}</math></p> <p>3) <math>2\frac{1}{4} \times \frac{4}{9}</math></p>		<p>long and <math>\frac{2}{3}</math> meter wide. What is the area of the garden plot?"</p> <p>Groups 3 and 4 (using any strategy):</p> <p>"How many cubic meters of water can a tank <math>\frac{1}{2}</math> meter long, <math>\frac{1}{3}</math> meter wide, and <math>2\frac{2}{3}</math> meters high hold?"</p> <p>Each group will present their output in class.</p>	<p>set of number</p> <p>1) <math>2\frac{1}{2}, \frac{15}{8}, \frac{45}{32}, \frac{135}{128}, -</math></p> <p>2) <math>3\frac{1}{5}, 1\frac{3}{5}, \frac{4}{5}, \frac{2}{5}, -</math></p>	<p>Ask: What if the girl will bake 2 cakes? 3 cakes? How are we going to adjust the ingredients?</p>
<b>E. Discussing New Concepts and Practicing New Skills #2</b>	<p>Solve the following. Write the answer in simplest form, whenever possible.</p> <p>1) Multiply <math>2\frac{1}{3}</math> by <math>\frac{3}{5}</math> .</p> <p>2) What is <math>\frac{4}{5}</math> of <math>2\frac{1}{8}</math> ?</p> <p>3) Find the product of <math>1\frac{1}{3} \times 2\frac{1}{2} \times \frac{3}{5}</math> .</p>		<p>Think-pair-share Answer the problem below. Use different strategies in solving.</p> <p>1) A truck was 78 filled with grocery items for delivery. The driver delivered 23 of this to supermarket. What part of the truckload of grocery items was delivered? What part of the truck load was not delivered?</p> <p>Encourage the pupils to use different strategies in solving. Let the pupils share what strategy they used in solving.</p>		<p>Let each group exchange the problems they made. Group 1 will answer the work of group 2, Group 2 will answer the work of group 3, and so on.</p>
<b>F. Developing Mastery</b> (Leads to Formative Assessment 3)	<p>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.</p> <p>a) All even numbers b) All multiples of 3 c) Numbers divisible by 4 d) Numbers between 20 and</p>		<p>Solve: Mang Celso caught <math>40\frac{1}{2}</math> kilograms of fish. He sold <math>\frac{3}{4}</math> of it. How many kilograms of fish did he sell all in all?</p>	<p>Pair work Solve: Ken planted a mongo seed. He noticed that the seed grew <math>\frac{1}{5}</math> times larger than the previous week. This week, he measured the plant and found out that it is 10 cm tall. How tall will the plant be two weeks from now? The teacher will guide the pupils in answering the problem.</p>	<p>Make a meaningful problem of the given problem and solve.</p> <p>1)</p>

	<p>30</p> <p>e) Numbers divisible by 5</p> <p>*Make it sure that all pupils will be called.</p> <p>Answer the following. Reduce the answer in simplest form.</p> <p>1) <math>5\frac{14}{27}</math></p> <p>2) <math>29 \times 7\frac{78}{8}</math></p> <p>3) What is 12 of <math>9\frac{13}{?}</math> ?</p> <p>4) What is the product of 4 and <math>3\frac{25}{?}</math>?</p> <p>5) What is <math>34 \times 12</math>?</p> <p>Add more if necessary.</p>			<table><tr><td colspan="2"><b>Solution:</b></td></tr><tr><td>present</td><td>height</td></tr><tr><td><math>1^{st}</math> week</td><td>10cm</td></tr><tr><td><math>2^{nd}</math> week</td><td><math>12\frac{2}{5}</math>cm</td></tr></table> <p>The plant will grow 2 cm taller, so it will become 12cm.</p> <p><math>10 \times \frac{1}{5} = 2</math></p> <p>During the second week, it will grow <math>2\frac{2}{5}</math> cm. After the second week, the height of the plant will be <math>14\frac{2}{5}</math> cm.</p> <p><math>12 \times \frac{1}{5} = \frac{12}{5} = 2\frac{2}{5}</math></p> <p>The teacher may extend the problem until the 10th week.</p>	<b>Solution:</b>		present	height	$1^{st}$ week	10cm	$2^{nd}$ week	$12\frac{2}{5}$ cm	<p><input type="checkbox"/> <math>9\frac{1}{2}</math> kilograms of meat</p> <p><input type="checkbox"/> Mr. Guanzon</p> <p><input type="checkbox"/> <math>\frac{1}{4}</math> of it</p> <p><input type="checkbox"/> <math>\frac{1}{2}</math> of it</p> <p><input type="checkbox"/> The rest</p> <p>2)</p> <p><input type="checkbox"/> <math>2\frac{1}{4} \times \frac{5}{9} = N</math></p>
<b>Solution:</b>													
present	height												
$1^{st}$ week	10cm												
$2^{nd}$ week	$12\frac{2}{5}$ cm												
<b>G. Finding Practical Applications of Concepts and Skills in Daily Living</b>	<p>Read, analyze, and solve the problem below.</p> <p>Mang Jess used <math>\frac{3}{4}</math> liters of paint to cover <math>10\frac{1}{2}</math> square meters of wall. How many liters of paint is needed to cover <math>12\frac{1}{4}</math> square meters of wall?</p>		<p>Read, analyze and solve the following problems.</p> <p>Show your neat and complete solution.</p> <p>1) Aling Maria has <math>6\frac{2}{3}</math> kilograms of malagkit rice. She used <math>\frac{3}{4}</math> of it and made biko. How many kilograms of rice did she use in making biko?</p> <p>2) Josephine’s house is <math>2\frac{1}{4}</math> kilometers away from school. Carlo’s house is <math>\frac{2}{3}</math> as far as Josephine. How far is Carlo’s house from the school?</p>	<p>Read and solve the following problems. Show your neat and complete solution.</p> <p>1) Mang Daniel had <math>4\frac{3}{4}</math> hectares of land. He used <math>\frac{3}{5}</math> in planting mango trees, and <math>\frac{1}{4}</math> in planting santol trees. What fraction of Mang Daniel’s land is planted with trees?</p> <p>1) Rowena has <math>\frac{1}{2}</math> meter of red ribbon, <math>1\frac{2}{3}</math> meters of yellow ribbon. She used <math>\frac{2}{5}</math> of it for her project. How much ribbon did she use for her project?</p>	<p>Act out.</p> <p>The class will be divided into 4 groups. Each group will be given time to create their word problem. After the time, they will act out their problem. The remaining groups will guess the problem by writing it on their white boards.</p>								
<b>H. Making Generalizations and Abstractions about the Lesson</b>	<p>How do we multiply mixed numbers and fractions?</p> <p>Why is it important to change the mixed number to</p>		<p>What are the steps in solving word problems?</p> <p>Why is each step important in problem solving?</p>	<p>What are the steps in solving word problems?</p> <p>Why is it important to check your answer?</p>	<p>How do we create word problems?</p> <p>What are the things to consider in making meaningful</p>								

	improper form before multiplying? In what real-life situations can we apply the concept of multiplying mixed numbers and fractions?				mathematical word problems?
<b>I. Evaluating Learning</b>	Answer the questions below. Write the answer in simplest form, whenever possible. 1) If you multiply $\frac{5}{6}$ and $3\frac{4}{5}$ , what will you get? 2) Find the value of N in the statement: $\frac{4}{7} \times 6\frac{3}{5} = N$ 3) If $\frac{2}{9} \times 4\frac{5}{8}$ are multiplied, the product is ____.		Solve the following problems.  1) A street sweeper can clean $10\frac{2}{3}$ meters of street in half an hour. How many meters of street can he clean if he works for only $\frac{3}{4}$ of an hour? 2) Jules can run $5\frac{2}{3}$ kilometers in one hour. How far can he go if he runs for only $\frac{3}{8}$ of an hour?	Solve the following problems.  1) Rica can drink $3\frac{1}{2}$ liters of water in a day. How many liters of water can she drink in 5 days if on the 5th day she drank $\frac{1}{4}$ liters more? 2) The laborers can finish cementing $\frac{4}{5}$ kilometer of road in a day. How many kilometers of road can they finish if they work for $10\frac{1}{2}$ days?	Group evaluation. Let each member of the group evaluate their own work based on the rubric given. Let them discuss how to improve their work. After the each group's discussion, let the pupils rewrite their work.
<b>J. Additional Activities for Application or Remediation</b>	Please refer to Lesson Guide in Elementary Mathematics 5, pp. 208- 209		Solve the following problems. Show your neat and complete solution. 1) A jug contains $4\frac{1}{2}$ liters of water. How many liters can it hold if it is $\frac{2}{3}$ full?  2) Mang Mariano harvested $25\frac{1}{2}$ sacks of palay. He saved $\frac{2}{17}$ of the sacks. How many sacks of palay did Mang Mariano save?	Solve the following problems. Show your neat and complete solution. 1) A rectangular lot is $10\frac{2}{3}$ meters long and $5\frac{3}{8}$ meters wide. If $\frac{1}{2}$ meters wide pavement is place around the lot, what is the area of the lot not covered by the pavement?	Create your own interesting and challenging word problem. Rubrics 5: Creates a problem clearly with complete data. 4: Creates unclear problem with complete data. 3: Creates a problem with incomplete data. 2: Attempts to create a problem. 1: No work at all.
<b>IV. REMARKS</b>					

<b>V. REFLECTION</b>	<b>Reflect on your teaching and assess yourself as a teacher. Think about your student's progress this week. What works? What else needs to be done to help the students learn?</b> <b>Identify what help your instructional supervisors can provide for you so when you meet them, you can ask them relevant questions.</b>
<b>A.</b> No. of learners who earned 80% in the evaluation	
<b>B.</b> No. of learners who require additional activities for remediation	

<b>C.</b> Did the remedial lessons work? No. of learners who have caught up with the lesson	
<b>D.</b> No. of learners who continue to require remediation	
<b>E.</b> Which of my teaching strategies work well? Why did these work?	
<b>F.</b> What difficulties did I encounter which my principal or supervisor can help me solve?	
<b>G.</b> What innovations or localized materials did I used/discover which I wish to share with other teachers?	