



CURRICULUM MAP

Real-Life Mathematics 6 (Second Edition)

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Dear Teacher,

Greetings from Abiva Publishing House, Inc.!

Thank you for adopting our textbook/s. Your chosen series title comes with functional teachers guides (TG) that provides you with a detailed curriculum map (CM) per grade level. For your reference, we are providing you below some important keys to understanding and using the components, terminologies, and abbreviations found in this teacher's companion tool.

We hope you will find the following CM most helpful in your daily planning and teaching tasks. Do suggest other ways we can make your chosen Abiva textbook/s more attuned to your needs as a teacher. You may send us your comments through our official email address at wecare@abiva.com.ph.

Happy teaching!

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Curriculum Map Components and Content Sources

Key Stage Standards	Taken from the DepEd Curriculum Guide for Mathematics
Grade Level Standards	Taken from the DepEd Curriculum Guide for Mathematics
Content Standards	Taken from the DepEd Curriculum Guide for Mathematics
Performance Standards	Taken from the DepEd Curriculum Guide for Mathematics
Content	Taken from the textbook: Real-Life Mathematics 6 (Second Edition)
K to 12 Learning Competencies (MELCs included)	Taken from the DepEd Curriculum Guide for Mathematics. The Most Essential Learning Competencies (MELCs) mandated by the DepEd are identified to guide teachers as they address the instructional needs of the learners while ensuring that curriculum standards are developed among home-schooling students in the new normal.
21st-Century Skills	Taken from the World Economic Forum, <i>New Vision for Education (2015)</i>
Teaching Strategies/Differentiated Instruction	A variety of author-suggested instructional strategies to help the teacher deliver the lessons at varying levels of difficulty based on the students' learning styles.
Assessment	Assessment tools and strategies categorized as either Formative or Summative
Values Integration	A list of values that are inherent in the subject and developed through lesson discussions and skills exercises. The teacher, however, is encouraged to emphasize values that are aligned with the school's own core values.
Resources	A rundown of suggested instructional materials which may take the form of traditional resources, teacher-made resources, educational software, and other digital learning resources.



LEARNING SKILLS (Competencies): Communication • Collaboration • Critical thinking/problem solving • Creativity
LITERACY SKILLS (Foundation Literacies): Literacy and numeracy • Scientific literacy • ICT literacy • Financial literacy • Cultural literacy • Civic literacy
LIFE SKILLS (Character Qualities): Initiative • Persistence • Adaptability • Curiosity • Leadership • Social and cultural awareness • Career • Work ethics

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Key Stage Standards (4–6)	At the end of grade 6, the learner demonstrates understanding and appreciation of key concepts and skills involving numbers and number sense (whole numbers, number theory, fractions, decimals, ratio and proportion, percent, and integers); measurement (time, speed, perimeter, circumference and area of plane figures, volume and surface area of solid/space figures, temperature and meter reading); geometry (parallel and perpendicular lines, angles, triangles, quadrilaterals, polygons, circles, and solid figures); patterns and algebra (continuous and repeating patterns, number sentences, sequences, and simple equations); statistics and probability (bar graphs, line graphs and pie graphs, simple experiment, and experimental probability) as applied – using appropriate technology – in critical thinking, problem solving, reasoning, communicating, making connections, representations, and decisions in real life.
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Grade Level Standard	The learner demonstrates understanding and appreciation of key concepts and skills involving numbers and number sense (divisibility, order of operations, fractions and decimals including money, ratio and proportion, percent, integers); geometry (plane and solid figures); patterns and algebra (sequence, expression and equation); measurement (rate, speed, area, surface area, volume, and meter reading); and statistics and probability (tables, pie graphs, and experimental and theoretical probability) as applied – using appropriate technology – in critical thinking, problem solving, reasoning, communicating, making connections, representations, and decisions in real life.
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1st Quarter

Chapter 1: Number Theory and Fractions		Time Frame: 19 days	
Content Standard	The learner demonstrates understanding of the four fundamental operations involving fractions.	Performance Standard	The learner is able to apply the four fundamental operations involving fractions in mathematical problems and in real-life situations.

Content	K to 12 Learning Competencies* (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Addition and Subtraction of Similar Fractions	M6NS-Ia-86 MELC Add and subtract simple fractions and mixed numbers without or with regrouping	Communication Representing numbers using models, diagrams, and symbols	Oral Drill Practicing basic addition and subtraction facts using flash cards	Formative <ul style="list-style-type: none"> Oral and written exercises Think-Pair-Share 	<ul style="list-style-type: none"> Being cooperative Participating in activities and discussions actively 	<ul style="list-style-type: none"> flash cards shaded regions drawn on a piece of cartolina number line

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		<p>Literacy and Numeracy Adding and subtracting similar fractions</p> <p>Critical Thinking Learning when and how to regroup in adding and subtracting similar fractions</p> <p>Collaboration Working in pairs in activities</p>	<p>Review Expressing fractions in lowest terms</p> <p>Demonstration</p> <ul style="list-style-type: none"> Showing the students how to add and subtract similar fractions using shaded regions and number line Discussing examples using the algorithm without then with regrouping 			
<p>LESSON 2 Addition and Subtraction of Dissimilar Fractions</p>	<p>M6NS-1a-86 MELC Add and subtract simple fractions and mixed numbers without or with regrouping</p>	<p>Communication Expressing own ideas clearly</p> <p>Literacy and Numeracy Adding and subtracting dissimilar fractions</p> <p>Critical Thinking Learning when and how to rename and regroup in adding and subtracting dissimilar fractions</p> <p>Collaboration Working in pairs in activities</p>	<p>Drill and Practice Changing dissimilar to similar fractions, and renaming fractions in lowest terms using flash cards</p> <p>Review Adding and subtracting similar fractions</p> <p>Guided Learning</p> <ul style="list-style-type: none"> Leading the students to write number sentences for a given word problem Guiding the students to add dissimilar fractions Emphasizing the need to rename the dissimilar fractions using the least 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share 	<ul style="list-style-type: none"> Working together harmoniously Going to school on time 	flash cards

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			<p>common denominator</p> <ul style="list-style-type: none"> Using the same approach in subtracting dissimilar fractions Providing other examples that involve regrouping 			
<p>LESSON 3 Word Problems on Addition and Subtraction of Fractions</p>	<p>M6NS-Ia-87.3 MELC Solve routine and nonroutine problems involving addition and/or subtraction of fractions using appropriate problem-solving strategies and tools</p> <p>M6NS-Ia-88.3 Create problems (with reasonable answers) involving addition and/or subtraction of fractions</p>	<p>Communication Representing fractions using diagram</p> <p>Problem Solving Applying appropriate strategies to solve word problems</p> <p>Critical Thinking Analyzing the given facts to create own word problems</p> <p>Collaboration Working in pairs in activities</p>	<p>Oral Drill Expressing fractions and mixed numbers in simplest form</p> <p>Review</p> <ul style="list-style-type: none"> Adding and subtracting fractions Recalling the four steps in problem solving <p>Guided Learning</p> <ul style="list-style-type: none"> Discussing with the students the details needed to solve a given one-step word problem Guiding the students to create a part-whole model to represent the problem Giving other examples of problems involving two steps Leading the students to create 	<p>Formative</p> <ul style="list-style-type: none"> Problem solving Think-Pair-Share 	<ul style="list-style-type: none"> Valuing the importance of teamwork Being creative Valuing others (e.g., laborers) 	<ul style="list-style-type: none"> flash cards problem written on a piece of cartolina

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			word problems by giving pointers			
LESSON 4 Multiplication of Fractions	M6NS-Ib-90.2 MELC Multiply simple fractions and mixed fractions <i>Multiply simple fractions and whole numbers</i>	Literacy and Numeracy Multiplying simple fractions and whole numbers Collaboration Working in pairs in activities	Review Finding the greatest common factor of numbers Drill and Practice Expressing fractions in lowest terms Guided Learning <ul style="list-style-type: none"> Leading the students to write an equation for a given word problem Recalling how to use cancelation Having the students use such method to simplify factors and multiply fractions easily Giving other examples involving whole numbers and fractions 	Formative <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Having speed and Accuracy Being cooperative 	problem written on a piece of cartolina
LESSON 5 Multiplication of Mixed Numbers by Fractions	M6NS-Ib-90.2 MELC Multiply simple fractions and mixed fractions	Literacy and Numeracy Multiplying simple fractions and mixed numbers Collaboration Working harmoniously in activities	Review <ul style="list-style-type: none"> Expressing fractions in lowest terms Expressing mixed numbers as improper fractions Multiplying fractions Discussion <ul style="list-style-type: none"> Asking comprehension questions about a 	Formative <ul style="list-style-type: none"> Written exercise Group work 	<ul style="list-style-type: none"> Having perseverance Being industrious 	<ul style="list-style-type: none"> three fraction cards three mixed number cards

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			<p>given problem to lead the students in writing the number sentence</p> <ul style="list-style-type: none"> Guiding the students to use the previously learned skills to solve the problem Providing more examples Emphasizing that simplifying factors first makes multiplication easier 			
<p>LESSON 6 Multiplication of Mixed Numbers by Whole Numbers</p>	<p><i>Multiply mixed fractions and whole numbers</i></p>	<p>Communication Representing fractions using diagram</p> <p>Literacy and Numeracy Multiplying whole numbers and mixed fractions</p> <p>Collaboration Working harmoniously in activities</p>	<p>Review</p> <ul style="list-style-type: none"> Recalling the distributive property of multiplication over addition using whole numbers Renaming mixed numbers as improper fractions and multiplying simple and mixed fractions Recalling the meaning of multiplication as repeated addition <p>Pictorial to Abstract Method</p> <ul style="list-style-type: none"> Guiding the students in using rectangular regions to find the product of a whole number and a mixed fraction 	<p>Formative</p> <ul style="list-style-type: none"> Oral and written exercises Group work 	<ul style="list-style-type: none"> Being thoughtful Valuing the importance of sharing 	<ul style="list-style-type: none"> rectangular regions multiplication card showing $3 \times 2\frac{1}{2}$

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			<ul style="list-style-type: none"> Leading the students to apply previously learned skills in finding the product using an algorithm Providing other examples 			
LESSON 7 Multiplication of Mixed Numbers	M6NS-Ib-90.2 MELC Multiply simple fractions and mixed fractions	Literacy and Numeracy Multiplying mixed fractions Collaboration Working harmoniously in activities	Review <ul style="list-style-type: none"> Renaming mixed numbers as improper fractions Multiplying kinds of fractions previously learned Guided Learning <ul style="list-style-type: none"> Analyzing a given problem along with the students Leading the students to write the equation for the problem Guiding the students in multiplying mixed numbers to find the answer Giving other examples and reminding students to write answers in lowest terms 	Formative <ul style="list-style-type: none"> Written exercise Group work 	<ul style="list-style-type: none"> Being cooperative Participating in activities and discussions actively 	multiplication card showing $3\frac{1}{2} \times 4\frac{1}{3}$
LESSON 8 Reciprocals	<i>Define and describe a reciprocal</i> <i>Show that multiplying a number by its reciprocal is equal to 1</i>	Literacy and Numeracy Finding reciprocals	Review Multiplying fractions using flash cards	Formative <ul style="list-style-type: none"> Written exercise Think-Pair-Share 	<ul style="list-style-type: none"> Having speed and accuracy Being patient 	flash cards

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		<p>Collaboration Sharing one's knowledge and skills with others</p>	<p>Guided Discovery</p> <ul style="list-style-type: none"> Presenting equations and leading the students to observe that each pair of fractions yields 1 as the product Introducing the term <i>reciprocal</i> and its meaning Showing how to find the reciprocal of a fraction Providing examples for students to answer 			
<p>LESSON 9 Word Problems on Multiplication of Fractions</p>	<p>M6NS-Ib-92.2 MELC Solve routine or nonroutine problems involving multiplication without or with addition or subtraction of fractions and mixed fractions using appropriate problem-solving strategies and tools</p>	<p>Communication Representing fractions using diagram</p> <p>Problem Solving Applying appropriate strategies in solving word problems</p> <p>Collaboration Working harmoniously in activities</p>	<p>Drill and Practice Multiplying fractions in simple and mixed forms</p> <p>Review Recalling the four-step plan in problem solving</p> <p>Discussion</p> <ul style="list-style-type: none"> Having the students read and analyze word problems Asking comprehension questions to help the students figure out the answer Guiding the students to draw a part-whole diagram to represent the problem 	<p>Formative</p> <ul style="list-style-type: none"> Problem solving Group work 	<ul style="list-style-type: none"> Valuing the importance of teamwork Being accurate Having perseverance 	<p>a piece of cartolina containing a problem</p>

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			<ul style="list-style-type: none"> Letting the students answer other word problems involving multiplication of fractions 			
<p>LESSON 10 Two- to Three-Step Word Problems on Multiplication of Fractions</p>	<p>M6NS-Ib-92.2 MELC Solve routine or nonroutine problems involving multiplication without or with addition or subtraction of fractions and mixed fractions using appropriate problem-solving strategies and tools</p> <p>M6NS-Ib-93.2 Create problems (with reasonable answers) involving multiplication without or with addition or subtraction of fractions and mixed fractions</p>	<p>Communication Representing fractions using diagram</p> <p>Problem Solving Applying appropriate strategies in solving word problems</p> <p>Collaboration Working harmoniously in activities</p> <p>Critical Thinking Analyzing the given facts to create own word problems</p>	<p>Drill and Practice Solving equations with two to three operations</p> <p>Review Recalling the four-step plan in problem solving</p> <p>Guided Learning</p> <ul style="list-style-type: none"> Discussing a word problem and asking comprehension questions about it Guiding the students to draw a diagram for the problem Leading the students to determine the operations needed and write the equations Having the students check if the obtained answer is correct Letting the students answer some more examples involving two or three steps Leading the students to follow the steps in creating word problems from a given set of values 	<p>Formative</p> <ul style="list-style-type: none"> Problem solving Group work 	<ul style="list-style-type: none"> Valuing the significance of hard work Being cooperative Being creative 	<p>a piece of cartolina containing a problem</p>

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<p>LESSON 11 Division of a Fraction by a Fraction</p>	<p>M6NS-Ic-96.2 MELC Divide simple fractions and mixed fractions</p>	<p>Communication Representing fractions using diagram</p> <p>Literacy and Numeracy Dividing simple fractions</p> <p>Collaboration Working harmoniously in activities</p>	<p>Review</p> <ul style="list-style-type: none"> • Finding the reciprocal of a fraction • Expressing fractions in simplest form • Multiplying and simplifying fractions <p>Pictorial to Abstract Method</p> <ul style="list-style-type: none"> • Guiding the students to divide a fraction by another fraction using rectangular regions and diagrams • Leading the students to perform the algorithm in dividing fractions 	<p>Formative</p> <ul style="list-style-type: none"> • Oral and written exercises • Group work 	<ul style="list-style-type: none"> • Participating activities and discussions actively • Following instructions correctly 	<ul style="list-style-type: none"> • fraction cards • rectangular regions
<p>LESSON 12 Division of Whole Numbers by Fractions and Vice Versa</p>	<p><i>Divide whole numbers by fractions and vice versa</i></p>	<p>Communication Representing fractions using models</p> <p>Literacy and Numeracy Dividing whole numbers and fractions</p> <p>Collaboration Working harmoniously in activities</p>	<p>Drill and Practice Multiplying fractions</p> <p>Review Expressing whole numbers as fractions and finding the reciprocal of fractions</p> <p>Guided Learning</p> <ul style="list-style-type: none"> • Recalling the meaning of division • Illustrating division of whole numbers by fractions using drawings and models 	<p>Formative</p> <ul style="list-style-type: none"> • Oral and written exercises • Group work 	<ul style="list-style-type: none"> • Being helpful • Participating in activities and discussions actively 	<ul style="list-style-type: none"> • fraction cards • rectangular or circular regions • division card showing $4 \div \frac{2}{3}$

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			<ul style="list-style-type: none"> Guiding the students in performing the division algorithm Emphasizing how to rename whole numbers whenever needed Having the students answer other examples involving division of fractions by whole numbers 			
LESSON 13 Division of Mixed Numbers by Fractions and Vice Versa	M6NS-Ic-96.2 MELC Divide simple fractions and mixed fractions	Communication Representing fractions using diagram Literacy and Numeracy Dividing mixed numbers and fractions Collaboration Sharing one's knowledge and skills with others	Oral Drill Naming reciprocal of whole numbers Review Multiplying fractions Discussion <ul style="list-style-type: none"> Recalling how to write mixed numbers as improper fractions and obtain the reciprocal of fractions Guiding the students to divide a mixed number by a fraction to find the solution to a word problem Having the students study other examples involving division of fractions by mixed numbers 	Formative <ul style="list-style-type: none"> Oral and written exercises Group work 	<ul style="list-style-type: none"> Being helpful Being industrious Being creative 	cutouts of medium-sized squares and circles

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<p>LESSON 14 Division of a Mixed Number by a Whole Number and Vice Versa</p>	<p><i>Divide mixed numbers by whole numbers and vice versa</i></p>	<p>Literacy and Numeracy Dividing mixed numbers by whole numbers and vice versa</p> <p>Collaboration Working harmoniously in activities</p>	<p>Drill and Practice Writing mixed and whole numbers as fractions</p> <p>Review</p> <ul style="list-style-type: none"> Finding the reciprocal of fractions and whole numbers Simplifying fraction factors in multiplication <p>Discussion</p> <ul style="list-style-type: none"> Discussing a word problem with the students and asking comprehension questions about it Leading the students to write the equation for the problem Guiding the students in performing the algorithm for dividing mixed by whole number Providing other examples involving division of whole by mixed number 	<p>Formative</p> <ul style="list-style-type: none"> Oral and written exercises Group work 	<ul style="list-style-type: none"> Being cooperative Having precision 	<p>division cards showing the mathematical phrases: $4 \div 2\frac{3}{5}$, $6\frac{3}{5} \div 4$, $8 \div 2\frac{1}{2}$</p>
<p>LESSON 15 Division of Mixed Numbers</p>	<p>M6NS-Ic-96.2 MELC Divide simple fractions and mixed fractions</p>	<p>Literacy and Numeracy Dividing mixed numbers</p>	<p>Review Multiplying fractions</p> <p>Guided Learning</p> <ul style="list-style-type: none"> Leading the students in 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share 	<ul style="list-style-type: none"> Participating in activities and discussions actively Being accurate 	<p>division cards</p>

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		<p>Collaboration Working in pairs in activities</p>	<p>performing the division algorithm involving mixed numbers</p> <ul style="list-style-type: none"> • Providing several examples • Having volunteer students show their solutions 		<ul style="list-style-type: none"> • Valuing the importance of teamwork 	
<p>LESSON 16 Word Problems on Division of Fractions</p>	<p>M6NS-Ic-97.2 MELC Solve routine or nonroutine problems involving division without or with any of the other operations of fractions and mixed fractions using appropriate problem-solving strategies and tools</p>	<p>Communication Representing fractions using diagram</p> <p>Problem solving Applying appropriate strategies in solving word problems</p> <p>Collaboration Working in pairs in activities</p>	<p>Drill and Practice Dividing fractions in simple and mixed forms</p> <p>Review Recalling the four steps in problem solving</p> <p>Guided Learning</p> <ul style="list-style-type: none"> • Discussing a word problem and guiding the students in using the four-step plan to solve it • Encouraging the students to come up with other strategies such as making diagrams • Providing other examples and having students work out the solution among themselves 	<p>Formative</p> <ul style="list-style-type: none"> • Problem solving • Think-Pair-Share 	<ul style="list-style-type: none"> • Participating in activities and discussions actively • Being accurate • Being creative 	<p>problem written on a piece of cartolina</p>
<p>LESSON 17 More on Word Problems on Fractions</p>	<p>M6NS-Ic-97.2 MELC Solve routine or nonroutine problems involving division without or with any of the other operations</p>	<p>Communication Representing the problem using diagram</p>	<p>Drill and Practice Providing exercises on all the algorithms on the four operations on fractions</p>	<p>Formative</p> <ul style="list-style-type: none"> • Problem solving • Group work <p>Summative</p> <ul style="list-style-type: none"> • Written exercise 	<ul style="list-style-type: none"> • Valuing the importance of sharing • Having precision 	<p>problem printed on a piece of cartolina</p>

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	<p>of fractions and mixed fractions using appropriate problem-solving strategies and tools</p> <p>M6NS-Ic-98.2 Create problems (with reasonable answers) involving division without or with any of the other operations of fractions and mixed fractions</p>	<p>Problem solving Applying appropriate strategies in solving word problems</p> <p>Collaboration Working harmoniously in activities</p> <p>Critical Thinking Analyzing the given facts to create own word problems</p>	<p>Review</p> <ul style="list-style-type: none"> • Recalling the four steps in problem solving • Pointing out the need to find the hidden information in problems with more than one step <p>Guided Learning</p> <ul style="list-style-type: none"> • Asking comprehension questions to have the students understand a two-step word problem • Drawing a diagram to guide the students in identifying the operations and writing the number sentences • Letting volunteer students state the answer • Having the students follow the steps in creating word problems given sets of fractions 	<ul style="list-style-type: none"> • Problem solving • Performance task 	<ul style="list-style-type: none"> • Valuing the importance of teamwork • Being creative 	
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*Boldfaced text in some competencies mean that only those parts are developed in that particular lesson. The rest are developed in the next or other lessons in the chapter/book. Italicized text under *K to 12 Learning Competencies* are add-on competencies.

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Chapter 2: Decimals		Time Frame: 20 days	
Content Standard	The learner demonstrates understanding of the four fundamental operations involving decimals.	Performance Standard	The learner is able to apply the four fundamental operations involving decimals in mathematical problems and in real-life situations.

Content	K to 12 Learning Competencies* (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Addition and Subtraction of Decimals and Whole Numbers	<i>Add and subtract decimals and whole numbers through ten thousandths without or with regrouping</i>	Literacy and Numeracy Adding and subtracting decimals and whole numbers Collaboration Working harmoniously in activities	Oral Drill Practicing basic addition and subtraction facts using flash cards Explicit Instruction <ul style="list-style-type: none"> • Letting the students recall how to find the perimeter of a polygon to solve a given word problem • Having the students study the solution involving addition and subtraction of decimals and whole numbers • Providing other examples involving performing indicated operations on decimals and whole numbers 	Formative <ul style="list-style-type: none"> • Written exercise • Group work • Problem solving 	<ul style="list-style-type: none"> • Being accurate • Being cooperative 	<ul style="list-style-type: none"> • flash cards • place value chart • number cards
LESSON 2 Addition and Subtraction of Decimals Through Ten Thousandths	M6NS-Id-106.2 MELC Add and subtract decimals and mixed decimals through ten thousandths without or with regrouping	Literacy and Numeracy Adding and subtracting decimals	Oral Drill Practicing basic addition and subtraction facts using flash cards	Formative <ul style="list-style-type: none"> • Oral and written exercises • Group work • Problem solving 	<ul style="list-style-type: none"> • Being cooperative • Participating in activities and discussions actively • Following instructions properly 	<ul style="list-style-type: none"> • flash cards • place value chart • number cards

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		<p>Collaboration Working harmoniously in activities</p>	<p>Review Adding and subtracting decimals and whole numbers including money values</p> <p>Demonstration</p> <ul style="list-style-type: none"> • Motivating the students by talking about buying meat at a meat shop • Calling the students' attention to a table showing weights of meat products • Asking comprehension questions to have the students understand the given data • Showing the steps in adding and subtracting decimals to answer questions about the given data • Providing other examples as necessary 			
<p>LESSON 3 Addition and Subtraction of Mixed Decimals</p>	<p>M6NS-Id-106.2 MELC Add and subtract decimals and mixed decimals through ten thousandths without or with regrouping</p>	<p>Literacy and Numeracy Adding and subtracting mixed decimals</p> <p>Collaboration Working in pairs in activities</p>	<p>Drill and Practice Adding and subtracting mixed decimals without regrouping</p> <p>Explicit Instruction</p> <ul style="list-style-type: none"> • Discussing a word problem and asking comprehension questions about it 	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share • Problem solving 	<ul style="list-style-type: none"> • Being accurate • Being careful 	<p>cartolina containing a word problem</p>

			<ul style="list-style-type: none"> • Leading the students to write the addition sentence for the problem • Pointing out the need to align the decimal points in adding the mixed decimals • Guiding the students to perform the subtraction algorithm to find the other answer to the problem • Giving more examples for students to add and subtract mixed decimals 			
<p>LESSON 4 Word Problems on Addition and Subtraction of Decimals</p>	<p>M6NS-Id-108.2 MELC Solve 1 or more steps routine and nonroutine problems involving addition and/or subtraction of decimals and mixed decimals using appropriate problem-solving strategies and tools</p> <p>M6NS-Id-109.2 Create problems (with reasonable answers) involving addition and/or subtraction of decimals and mixed decimals</p>	<p>Problem Solving Applying appropriate strategies in solving word problems</p> <p>Critical Thinking Analyzing the given facts to create own word problems</p> <p>Collaboration Working harmoniously in activities</p>	<p>Drill and Practice Adding and subtracting decimals</p> <p>Review Recalling the four steps in problem solving</p> <p>Guided Learning</p> <ul style="list-style-type: none"> • Asking comprehension questions about a given word problem • Guiding the students in applying the four-step plan in solving the problem • Providing other examples and 	<p>Formative</p> <ul style="list-style-type: none"> • Problem solving • Group work 	<ul style="list-style-type: none"> • Spending money wisely • Being responsible • Being accurate 	<p>problem written on a piece of cartolina or manila paper</p>

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			<p>working out the solution cooperatively with the students</p> <ul style="list-style-type: none"> Letting the students follow the steps in creating word problems for given sets of values 			
<p>LESSON 5 Multiplication of Decimals</p>	<p>M6NS-Ie-111.3 MELC Multiply decimals and mixed decimals with factors up to two decimal places</p>	<p>Literacy and Numeracy Multiplying decimals and mixed decimals</p> <p>Collaboration Working in pairs in activities</p>	<p>Drill and Practice Multiplying 2- by 2-digit numbers, and tenths by tenths</p> <p>Explicit Instruction</p> <ul style="list-style-type: none"> Discussing a word problem with the students Guiding the students in performing the algorithm for multiplying decimals through thousandths Emphasizing how to determine the number of decimal places in the product Having the students compute the product for each multiplication card 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Valuing the importance of physical fitness Having precision Valuing the importance of teamwork 	<p>multiplication cards</p>
<p>LESSON 6 Multiplication of Whole Numbers and Decimals</p>	<p><i>Multiply whole numbers and decimals with factors up to three decimal places</i></p>	<p>Literacy and Numeracy Multiplying decimals and whole numbers</p> <p>Collaboration Working in pairs in activities</p>	<p>Drill or Game Practicing basic multiplication facts using flash cards</p> <p>Review Multiplying 3- to 5-digit numbers by 2- to 3-digit</p>	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Participating in activities and discussions actively Being accurate Having perseverance 	<p>flash cards</p>

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			<p>numbers</p> <p>Discussion</p> <ul style="list-style-type: none"> Leading the students to come up with the multiplication sentence for a given problem Guiding the students in performing the step-by-step multiplication algorithm Explaining that multiplying a whole number by a decimal is similar to multiplying whole numbers Emphasizing that the number of decimal places in the product is the sum of the number of decimal places in the factors Providing other examples for students to multiply 			
<p>LESSON 7 Multiplying Decimals by 10, 100, 0.1, and 0.01</p>	<p>M6NS-1e-111.4 MELC Multiply mentally decimals up to two decimal places by 10, 100, 0.1, and 0.01</p>	<p>Literacy and Numeracy Multiplying decimals by powers of 10 mentally</p> <p>Collaboration Working in pairs in activities</p>	<p>Drill and Practice Practicing basic multiplication facts using flash cards</p> <p>Review Multiplying decimals by 10, 100, and 1000</p>	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Having speed and accuracy Being cooperative 	<p>flash cards</p>

CURRICULUM MAP

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			<p>Guided Discovery</p> <ul style="list-style-type: none"> Guiding the students in multiplying a decimal by 10, 100, 0.1, and 0.01 Leading the students on how to get the product mentally by comparing the factors and products Emphasizing how to annex zeros in the product whenever needed Giving more examples for students to answer 			
<p>LESSON 8 Word Problems on Multiplication of Decimals</p>	<p>M6NS-Ie-113.2 MELC Solve routine and nonroutine problems involving multiplication of decimals and mixed decimals including money using appropriate problem-solving strategies</p>	<p>Problem Solving Applying appropriate strategies in solving word problems</p> <p>Collaboration Sharing one's knowledge and skills with others</p>	<p>Drill and Practice Multiplying decimals</p> <p>Review Recalling the four steps in problem solving</p> <p>Discussion</p> <ul style="list-style-type: none"> Presenting a word problem and asking comprehension questions about it Guiding the students in solving the problem Emphasizing the details required in each step in the four-step plan Providing other problems for 	<p>Formative</p> <ul style="list-style-type: none"> Problem solving Think-Pair-Share 	<ul style="list-style-type: none"> Being cooperative Participating in activities and discussions actively Being accurate 	<p>problem written on a piece of cartolina or manila paper</p>

CURRICULUM MAP

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			students to solve			
<p>LESSON 9 Two- to Three-Step Word Problems on Multiplication of Decimals</p>	<p>M6NS-If-113.3 MELC Solve multistep problems involving multiplication and addition or subtraction of decimals, mixed decimals, and whole numbers including money using appropriate problem-solving strategies and tools</p> <p>M6NS-If-114 Create problems (with reasonable answers) involving multiplication without or with addition or subtraction of decimals, mixed decimals, and whole numbers including money</p>	<p>Problem Solving Applying appropriate strategies in solving word problems</p> <p>Critical Thinking Analyzing the given facts to create own word problems</p> <p>Collaboration Working in pairs in activities</p>	<p>Drill and Practice Performing basic operations on decimals and applying the PMDAS rule</p> <p>Review Recalling the four steps in problem solving and emphasizing the need to solve for the hidden information first in two- or more-step problems</p> <p>Discussion</p> <ul style="list-style-type: none"> • Letting the students read a word problem and leading them to conclude that it involves two operations • Guiding the students in solving for the hidden information then the final answer • Giving other examples that involve three steps and solving each cooperatively with the students • Having the students recall and follow the steps in creating word problems given a set of data 	<p>Formative</p> <ul style="list-style-type: none"> • Problem solving • Think-Pair-Share 	<ul style="list-style-type: none"> • Being cooperative • Participating in activities and discussions actively • Being orderly • Being creative 	(none)

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<p>LESSON 10 Division of Mixed Decimals by Whole Numbers</p>	<p><i>Divide mixed decimals up to three decimal places by whole numbers</i></p>	<p>Literacy and Numeracy Dividing mixed decimals by whole numbers</p> <p>Collaboration Working in pairs in activities</p>	<p>Oral Drill Practicing basic division facts using flash cards</p> <p>Review Dividing whole numbers</p> <p>Demonstration</p> <ul style="list-style-type: none"> Showing the algorithm for dividing a mixed decimal by a whole number Emphasizing that the students can apply the same skills they learned for dividing whole numbers Providing more examples for students to practice on 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Being careful Being accurate Valuing the importance of teamwork 	<p>flash cards</p>
<p>LESSON 11 Division of Whole Numbers by Decimals</p>	<p>M6NS-Ig-116.3 Divide whole numbers by decimals up to two decimal places and vice versa</p> <p>MELC Divide</p> <ol style="list-style-type: none"> whole numbers by decimals up to two decimal places and vice versa decimals/mixed decimals up to two decimal places 	<p>Literacy and Numeracy Dividing whole numbers by decimals and mixed decimals</p> <p>Collaboration Sharing one's knowledge and skills with others</p>	<p>Review Dividing 3- to 5-digit numbers by 1- to 3-digit numbers</p> <p>Explicit Instruction</p> <ul style="list-style-type: none"> Guiding the students in performing the algorithm for dividing a whole number by a mixed decimal Leading the students to observe that the divisor and dividend can be multiplied by the same power of 10 to 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Group work Problem solving 	<ul style="list-style-type: none"> Being accurate Being diligent 	<ul style="list-style-type: none"> fraction cards rectangular regions

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			<ul style="list-style-type: none"> perform division • Discussing other examples • Emphasizing when to add zeros in the dividend 			
<p>LESSON 12 Division of Mixed Decimals</p>	<p>M6NS-Ig-116.4 Divide decimals/mixed decimals up to two decimal places</p> <p>MELC Divide</p> <ol style="list-style-type: none"> whole numbers by decimals up to two decimal places and vice versa decimals/mixed decimals up to two decimal places 	<p>Literacy and Numeracy Dividing mixed decimals</p> <p>Collaboration Working harmoniously in activities</p>	<p>Oral Drill Practicing basic division facts using flash cards</p> <p>Review</p> <ul style="list-style-type: none"> • Recalling the division algorithm for whole numbers • Multiplying mixed decimals by powers of 10 <p>Explicit Instruction</p> <ul style="list-style-type: none"> • Showing how to perform division of mixed decimals • Leading the students to conclude that they need to make the divisor a whole number before they can proceed with division • Pointing out that the same power of 10 should be multiplied by both the dividend and divisor • Providing other examples for students to answer 	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Group work • Problem solving 	<ul style="list-style-type: none"> • Being accurate • Having perseverance • Being cooperative 	<ul style="list-style-type: none"> • flash cards • calculator

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<p>LESSON 13 Mental Division of Decimals by 0.1, 0.01, and 0.001</p>	<p>M6NS-Ih-116.5 Divide decimals up to four decimal places by 0.1, 0.01, and 0.001</p> <p>MELC Divide decimals</p> <p>a. up to four decimal places by 0.1, 0.01, and 0.001</p> <p>b. up to two decimal places by 10, 100, and 1000 mentally</p>	<p>Literacy and Numeracy Dividing decimals by powers of 10 mentally</p> <p>Collaboration Working in pairs in activities</p>	<p>Drill and Practice Dividing decimals by 10, 100, and 1000 mentally</p> <p>Review Multiplying decimals by 0.1, 0.01, and 0.001 mentally</p> <p>Guided Discovery</p> <ul style="list-style-type: none"> Directing students' attention to the dividend and quotient in each of the division sentences presented Leading the students to discover a pattern and state the rule when dividing decimals by 0.1, 0.01, and 0.001 Providing several examples to have the students apply such rule 	<p>Formative</p> <ul style="list-style-type: none"> Oral and written exercises Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Having speed and accuracy Being patient 	<p>flash cards</p>
<p>LESSON 14 Mental Division of Decimals by 10, 100, and 1000</p>	<p>M6NS-Ih-118 Divide decimals up to two decimal places by 10, 100, and 1000 mentally</p>	<p>Literacy and Numeracy Dividing decimals by powers of 10 mentally</p> <p>Collaboration Working in pairs in activities</p>	<p>Oral Drill Multiplying decimals by 10, 100, and 1000 mentally</p> <p>Guided Discovery</p> <ul style="list-style-type: none"> Presenting division sentences and having the students observe the 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Having speed and accuracy Having perseverance 	<p>flash cards</p>

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	<p>MELC Divide decimals</p> <p>a. up to four decimal places by 0.1, 0.01, and 0.001</p> <p>b. up to two decimal places by 10, 100, and 1000 mentally</p>	<p>Problem Solving Executing a strategy</p>	<p>decimals and quotients</p> <ul style="list-style-type: none"> Leading the students to note the location of the decimal point in the quotient in relation to the divisor Guiding the students to use a technique in dividing decimals by powers of 10 mentally Pointing out when to put zeros in the quotient if needed 			
<p>LESSON 15 Reviewing Decimals and Fractions</p>	<p>M6NS-li-119 MELC Differentiate terminating from repeating, nonterminating decimal quotients</p>	<p>Literacy and Numeracy</p> <ul style="list-style-type: none"> Expressing fractions as decimals Differentiating terminating from repeating, nonterminating decimals <p>Collaboration Working in pairs in activities</p>	<p>Drill and Practice Reading fractions whose denominators are powers of 10</p> <p>Review Naming decimals for given models</p> <p>Explicit Instruction</p> <ul style="list-style-type: none"> Explaining that a fraction has either a decimal equivalent or approximation Guiding students in renaming fractions to decimals in two ways Leading the students to observe that some fractions may not have an 	<p>Formative</p> <ul style="list-style-type: none"> Oral and written exercises Think-Pair-Share 	<ul style="list-style-type: none"> Being cooperative Having tolerance Being accurate 	<ul style="list-style-type: none"> flash cards calculator

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			<p>exact decimal equivalent</p> <ul style="list-style-type: none"> Introducing <i>nonterminating</i> and <i>repeating decimals</i> Providing other examples that involve mixed numbers 			
<p>LESSON 16 Word Problems on Division of Decimals</p>	<p>M6NS-Ii-120.2 MELC Solve routine or nonroutine problems involving division of decimals, mixed decimals, and whole numbers including money using appropriate problem-solving strategies and tools</p>	<p>Problem Solving Applying appropriate strategies in solving word problems</p> <p>Collaboration Working harmoniously in activities</p>	<p>Drill and Practice Dividing decimals</p> <p>Review Recalling the four steps in problem solving</p> <p>Discussion</p> <ul style="list-style-type: none"> Letting the students answer comprehension questions about a given word problem Guiding the students in applying the four-step plan Having volunteer students explain what each step requires and state the answer to the problem Providing other examples 	<p>Formative</p> <ul style="list-style-type: none"> Problem solving Group work 	<ul style="list-style-type: none"> Valuing the importance of teamwork Being diligent Being accurate 	<p>problems written on a piece of cartolina</p>
<p>LESSON 17 Two- to Three-Step Problems on Decimals</p>	<p>M6NS-Ij-120.3 MELC Solve multistep routine and nonroutine problems involving division and any of the</p>	<p>Problem Solving Applying appropriate strategies in solving word problems</p>	<p>Drill and Practice Performing the four basic operations on decimals</p>	<p>Formative</p> <ul style="list-style-type: none"> Problem solving Think-Pair-Share 	<ul style="list-style-type: none"> Being cooperative Being patient Being creative 	<p>(none)</p>

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	<p>other operations of decimals, mixed decimals, and whole numbers including money using appropriate problem-solving strategies and tools</p> <p>M6NS-Ij-121.2 Create problems (with reasonable answers) involving division without or with any of the other operations of decimals, mixed decimals, and whole numbers including money</p>	<p>Critical Thinking Analyzing the given facts to create own word problems</p> <p>Collaboration Working harmoniously in activities</p>	<p>Review Recalling the four steps in problem solving and pointing out the need to solve for the hidden information first for problems involving two or more operations</p> <p>Discussion</p> <ul style="list-style-type: none"> • Asking volunteer students to read given word problems • Having the students answer comprehension questions to make sure they understand the problem • Leading the students to note the number of operations required to solve the problem • Encouraging the students to verify if the obtained answer is correct <p>Cooperative Learning</p> <ul style="list-style-type: none"> • Grouping students in 2s or 3s • Providing each group two- or three-step problems to solve 	<p>Summative</p> <ul style="list-style-type: none"> • Written exercise • Problem solving • Performance Task 		
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*Boldfaced text in some competencies mean that only those parts are developed in that particular lesson. The rest are developed in the next or other lessons in the chapter/book. Italicized text under *K to 12 Learning Competencies* are add-on competencies.

2nd Quarter

Chapter 3: Ratio, Proportion, and Percent		Time Frame: 17 days	
Content Standard	The learner demonstrates understanding of ratio and proportion and percent.	Performance Standard	The learner is able to apply knowledge of ratio and proportion and percent in mathematical problems and in real-life situations.

Content	K to 12 Learning Competencies* (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Ratio	M6NS-IIa-129 MELC Express one value as a fraction of another given their ratio and vice versa M6NS-IIa-130 Find how many times one value is as large as another given their ratio and vice versa M6NS-IIb-131 MELC Define and illustrate the meaning of ratio and proportion using concrete or pictorial models	Literacy and Numeracy <ul style="list-style-type: none"> Forming ratios Expressing ratios in simplest form Collaboration Working harmoniously in activities	Review Recalling the meaning of fractions and expressing fractions in lowest terms Cooperative Learning <ul style="list-style-type: none"> Dividing the class into groups of five and giving each group sets of counters Having the groups form ratios using the counters Leading the students to observe how a ratio is different from another Explicit Instruction <ul style="list-style-type: none"> Guiding the students to express ratios in simplest form 	Formative <ul style="list-style-type: none"> Oral and written exercises Group work 	<ul style="list-style-type: none"> Being cooperative Being accurate 	red and green counters

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			<ul style="list-style-type: none"> Leading the students to note that the process is similar to reducing fractions in lowest terms 			
LESSON 2 Proportion	M6NS-IIb-131 MELC Define and illustrate the meaning of ratio and proportion using concrete or pictorial models M6NS-IIb-132 Set up proportions for groups of objects or numbers for given situations	Literacy and Numeracy <ul style="list-style-type: none"> Describing and setting up proportions Finding missing terms in proportions Collaboration Working in pairs in activities	Drill and Practice <ul style="list-style-type: none"> Writing fractions in lowest and highest terms Finding the missing term in equivalent fractions Review Writing ratios in colon and fraction forms Guided Learning <ul style="list-style-type: none"> Discussing a given situation and leading the students to observe how equivalent ratios form a proportion Guiding the students to set up a proportion for another problem Pointing out that the order of ratios should be the same in forming proportions Showing the steps in finding the missing term in proportions Providing several examples 	Formative <ul style="list-style-type: none"> Oral and written exercises Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Being accurate Having perseverance 	flash card

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<p>LESSON 3 Word Problems on Ratio and Proportion</p>	<p>M6NS-IIb-133 MELC Find a missing term in a proportion (direct, inverse, and partitive)</p> <p>M6NS-IIc-134 MELC Solve problems involving direct proportion, partitive proportion, and inverse proportion in different contexts such as distance, rate, and time using appropriate strategies and tools</p> <p>M6NS-IIc-135 Create problems involving ratio and proportion with reasonable answers</p>	<p>Literacy and Numeracy Setting up and finding missing terms in proportions</p> <p>Problem Solving Applying appropriate strategies in solving word problems</p> <p>Critical Thinking Applying previous experiences in formulating own word problems</p> <p>Collaboration Working in pairs in activities</p>	<p>Oral Drill Identifying ratios that form proportions</p> <p>Review</p> <ul style="list-style-type: none"> • Finding the missing term in a proportion • Naming and explaining the four steps in problem solving <p>Guided Learning</p> <ul style="list-style-type: none"> • Presenting problems involving different types of proportion • Working out the solution to each problem cooperatively with the students • Guiding the students in using models and setting up proportions • Letting the students recall and use previous experiences in coming up with their own word problems • Emphasizing the steps to use in creating word problems 	<p>Formative</p> <ul style="list-style-type: none"> • Problem solving • Think-Pair-Share 	<ul style="list-style-type: none"> • Being accurate • Being creative • Being diligent 	<p>problems printed on cartolina or manila paper</p>
<p>LESSON 4 Percentage, Rate, and Base</p>	<p><i>Determine the percentage or rate or percent in a given problem</i></p>	<p>Literacy and Numeracy</p> <ul style="list-style-type: none"> • Identifying the percentage or rate 	<p>Review</p> <ul style="list-style-type: none"> • Recalling the meaning of percent • Expressing percent 	<p>Formative</p> <ul style="list-style-type: none"> • Oral and written exercises • Think-Pair-Share 	<ul style="list-style-type: none"> • Having precision • Being cooperative • Being patient 	<p>percent problems on cards</p>

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		<p>or percent in a given problem</p> <ul style="list-style-type: none"> Finding the percentage, given rate and base <p>Collaboration Working in pairs in activities</p>	<p>as decimal or fraction and vice versa</p> <p>Explicit Instruction</p> <ul style="list-style-type: none"> Presenting a mathematical sentence involving a percent problem Leading the students to observe the number with the % sign and explaining its meaning Guiding the students in identifying the percentage, rate, and base in the mathematical sentence Showing how to obtain the percentage, given the rate and base 	<ul style="list-style-type: none"> Problem solving 		
<p>LESSON 5 Finding the Rate</p>	<p>M6NS-IId-142 MELC Find the percentage or rate or percent in a given problem</p>	<p>Literacy and Numeracy Finding the rate or percent, given base and percentage</p> <p>Collaboration Working in pairs in activities</p>	<p>Review Expressing decimals as percent</p> <p>Explicit Instruction</p> <ul style="list-style-type: none"> Discussing a percent problem and leading the students to note the two ways of finding the answer Guiding the students in using ratio and proportion then applying a formula 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Being accurate Having persistence Following directions properly 	<p>percent triangle</p>

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			<ul style="list-style-type: none"> Showing the percent triangle and explaining how to solve for the rate, given the percentage and base Giving the students other examples 			
LESSON 6 Finding the Base	<i>Find the base, given the percentage and rate</i>	Literacy and Numeracy Finding the base, given the rate and percentage Collaboration Working in pairs in activities	Review Writing percent as a decimal Explicit Instruction <ul style="list-style-type: none"> Leading the students in using ratio and proportion in finding the base to solve a given problem Guiding the students to observe how the base can be obtained using the percent triangle Providing other examples 	Formative <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Having perseverance Being accurate Following directions properly 	percent triangle
LESSON 7 Discounts and Markups	M6NS-Ile-144 MELC Solve percent problems such as percent of increase/decrease (discounts, original price, rate of discount, sale price, marked-up price) commission, sales tax, and simple interest	Literacy and Numeracy Analyzing and solving percent problems Financial Literacy Learning to spend money wisely Collaboration Learning to share one's knowledge with others	Drill or Review Finding the percentage, rate, and base in percent problems Discussion <ul style="list-style-type: none"> Having the students talk about their experiences involving high prices of commodities Introducing <i>discount</i> 	Formative <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Learning how to make wise decisions Being responsible Being accurate 	(none)

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			<p>and <i>markup</i></p> <ul style="list-style-type: none"> Letting the students analyze and solve word problems involving discount and markup 			
<p>LESSON 8 Commission</p>	<p>M6NS-Ile-144 MELC Solve percent problems such as percent of increase/decrease (discounts, original price, rate of discount, sale price, marked-up price) commission, sales tax, and simple interest</p>	<p>Literacy and Numeracy Analyzing and solving percent problems</p> <p>Collaboration Working in pairs in activities</p>	<p>Review Recalling the different concepts learned in the previous lesson</p> <p>Explicit Instruction</p> <ul style="list-style-type: none"> Presenting and discussing a percent problem Defining <i>commission</i> and introducing other terms related to it Leading the students to come up with a mathematical sentence for the problem Providing other percent problems for students to solve 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Valuing the importance of hard work Being accurate Having perseverance 	(none)
<p>LESSON 9 Sales Tax</p>	<p>M6NS-Ile-144 MELC Solve percent problems such as percent of increase/decrease (discounts, original price, rate of discount, sale price, marked-up price) commission, sales tax, and simple interest</p>	<p>Literacy and Numeracy Analyzing and solving percent problems</p> <p>Financial Literacy Learning to spend money wisely</p> <p>Collaboration Working in pairs in activities</p>	<p>Drill and Practice Solving for the percentage, rate, or base in given percent problems</p> <p>Guided Learning</p> <ul style="list-style-type: none"> Introducing the terms <i>tag price</i>, <i>sales tax</i>, and <i>selling price</i> Showing samples of 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Learning how to make wise decisions Being responsible Being accurate 	<ul style="list-style-type: none"> tag prices sales receipts

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			<p>receipts to demonstrate how sales tax is considered when purchasing a product</p> <ul style="list-style-type: none"> Analyzing and solving word problems involving sales tax cooperatively with the students Explaining in simpler terms how value-added tax is different from sales tax 			
<p>LESSON 10 Simple Interest</p>	<p>M6NS-Ile-144 MELC Solve percent problems such as percent of increase/decrease (discounts, original price, rate of discount, sale price, marked-up price) commission, sales tax, and simple interest</p>	<p>Literacy and Numeracy Analyzing and solving percent problems</p> <p>Financial Literacy Learning to spend money wisely</p> <p>Collaboration Working harmoniously in activities</p>	<p>Review Expressing percent as a fraction or decimal and vice versa</p> <p>Drill and Practice Solving for the percentage, rate, or base in given percent problems</p> <p>Guided Learning</p> <ul style="list-style-type: none"> Discussing with the students the importance of saving money in a bank then introducing the term <i>interest</i> Guiding the students in analyzing a given problem Leading the 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Group work Problem solving 	<ul style="list-style-type: none"> Valuing the importance of saving Being diligent Being cooperative Being accurate 	(none)

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			<p>students to use a model and formula to find the answer</p> <ul style="list-style-type: none"> • Providing more examples to have the students better understand the lesson 			
<p>LESSON 11 Word Problems on Percent</p>	<p>M6NS-IIId-143 MELC Solve routine and nonroutine problems involving finding the percentage, rate, and base using appropriate strategies and tools</p> <p>M6NS-IIe-145 Create problems involving percent, with reasonable answers</p>	<p>Problem Solving Applying appropriate strategies in solving word problems</p> <p>Critical Thinking Applying previous experiences in formulating own word problems</p> <p>Collaboration Working harmoniously in activities</p>	<p>Drill and Practice Solving for the percentage, rate, or base in given percent problems</p> <p>Discussion</p> <ul style="list-style-type: none"> • Letting the students study a given percent problem and identify its type • Having the students answer the questions in the four-step plan to find the solution to the problem • Providing other kinds of percent problems for students to answer • Guiding the students to recall experiences involving the concept of percent • Leading the students to use the pointers in creating their own word problems 	<p>Formative</p> <ul style="list-style-type: none"> • Problem solving • Group work <p>Summative</p> <ul style="list-style-type: none"> • Written exercise • Problem solving • Performance task 	<ul style="list-style-type: none"> • Valuing the importance of teamwork • Being patient • Baing accurate 	(none)

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*Boldfaced text in some competencies mean that only those parts are developed in that particular lesson. The rest are developed in the next or other lessons in the chapter/book. Italicized text under *K to 12 Learning Competencies* are add-on competencies.

Chapter 4: Integers, Powers, and Operations		Time Frame: 25 days	
Content Standard	The learner demonstrates understanding of order of operations, exponents, and integers.	Performance Standard	The learner is able to apply knowledge of order of operations, exponents, and integers in mathematical problems and in real-life situations.

Content	K to 12 Learning Competencies* (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Powers and Exponents	M6NS-II-f-146 MELC Describe the exponent and the base in a number expressed in exponential notation M6NS-II-f-147 MELC Give the value of numbers expressed in exponential notation	Literacy and Numeracy <ul style="list-style-type: none"> Expressing numbers in exponential notation Finding the value of numbers expressed in exponential notation Collaboration Sharing one's knowledge with others	Drill and Practice Practicing basic multiplication facts Review Recalling the concepts of place value, multiples, and prime factorization of a number Guided Learning <ul style="list-style-type: none"> Having the students recall how to name numbers in different ways Providing several examples to lead the students to the definition of <i>exponent</i> and <i>base</i> Demonstrating how to express numbers in exponential notation using place value chart 	Formative <ul style="list-style-type: none"> Written exercise Group work Problem solving Homework 	<ul style="list-style-type: none"> Practicing being thrifty Having precision 	place value chart

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			<ul style="list-style-type: none"> Guiding the students on how to compare numbers in exponential notation 			
LESSON 2 Order of Operations	<p>M6NS-II-f-148 MELC Interpret and explain the Grouping, Exponent, Multiplication, Division, Addition, Subtraction (GEMDAS) rule</p> <p>M6NS-II-f-149 MELC Perform two or more different operations on whole numbers with or without exponents and grouping symbols</p>	<p>Literacy and Numeracy Applying the GEMDAS rule to evaluate expressions</p> <p>Collaboration Working harmoniously in activities</p>	<p>Drill and Practice Performing four basic operations and expressing numbers in different ways</p> <p>Review</p> <ul style="list-style-type: none"> Simplifying exponential notations Recalling the acronym PMDAS <p>Deductive Method</p> <ul style="list-style-type: none"> Pointing out the importance of setting a standard procedure for problems involving multiple operations Introducing the acronym GEMDAS and explaining its meaning Leading the students in applying the rule in evaluating expressions 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Group work Problem solving 	<ul style="list-style-type: none"> Being careful Being accurate Being diligent 	(none)
LESSON 3 Word Problems on Order of Operations	<p><i>Solve word problems involving series of operations on whole numbers</i></p>	<p>Literacy and Numeracy Applying the GEMDAS rule to evaluate expressions</p>	<p>Drill and Practice Applying the previously learned rule</p>	<p>Formative</p> <ul style="list-style-type: none"> Problem solving Group work 	<ul style="list-style-type: none"> Valuing the idea of “Earn while you Learn” Having precision Valuing the importance of teamwork 	(none)

CURRICULUM MAP

Real-Life Mathematics 6 (Second Edition)

		<p>Problem Solving Applying appropriate strategies in solving word problems</p> <p>Collaboration Working harmoniously in activities</p>	<p>Explicit Instruction</p> <ul style="list-style-type: none"> Recalling the four steps in problem solving Letting the students analyze a given problem by asking comprehension questions Guiding the students in finding the solution Reminding the students to apply the GEMDAS rule in solving for the answer 			
<p>LESSON 4 Integers</p>	<p>M6NS-IIg-150 Identify real-life situations that make use of integers</p> <p>M6NS-IIg-151 Describe the set of integers</p> <p>MELC Describe the set of integers and identify real-life situations that make use of it</p> <p>M6NS-IIh-153 Represent integers on the number line</p>	<p>Literacy and Numeracy Describing and representing integers on a number line</p> <p>Critical Thinking Applying the concept of integers to real-life situations</p> <p>Collaboration Working in pairs in activities</p>	<p>Motivation Letting the students talk about situations related to temperature</p> <p>Guided Discovery</p> <ul style="list-style-type: none"> Having the students observe the numbers in a liquid thermometer Pointing out the numbers above and below 0 to introduce <i>integers</i> Emphasizing important facts about integers using a number line Providing exercises on naming and reading integers on the number line 	<p>Formative</p> <ul style="list-style-type: none"> Oral and written exercises Think-Pair-Share 	<ul style="list-style-type: none"> Having awareness on the application of the concept of integers in real life Being creative 	<ul style="list-style-type: none"> cartolina with number lines drawn on them liquid thermometer

CURRICULUM MAP

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<p>LESSON 5 Comparison and Arrangements of Integers</p>	<p>M6NS-IIh-154 Compare and arrange integers</p> <p>MELC Compare and arrange integers on the number line</p>	<p>Literacy and Numeracy Comparing and arranging integers</p>	<p>Review Recalling the concept of integers, the students have previously learned</p> <p>Guided Discovery</p> <ul style="list-style-type: none"> • Having the students compare positive numbers using a number line • Leading the students to conclude that the integer farther to the right of 0 is greater • Using the same approach in comparing other pairs of integers • Guiding the students to use their knowledge on comparing to order integers • Providing students with several examples 	<p>Formative</p> <ul style="list-style-type: none"> • Oral and written exercises • Problem solving 	<ul style="list-style-type: none"> • Valuing the significance of equality and fairness • Having respect for individual differences 	<p>number line</p>
<p>LESSON 6 Addition of Integers with Like Signs</p>	<p>M6NS-IIi-156 MELC Perform the basic operations on integers</p> <p><i>Add integers with like signs</i></p>	<p>Literacy and Numeracy Adding integers with like signs</p> <p>Critical Thinking Applying the concept of integers to real-life situations</p>	<p>Oral Drill Practicing basic addition facts</p> <p>Guided Learning</p> <ul style="list-style-type: none"> • Leading the students in solving a word problem involving addition of positive integers • Guiding the students to observe that they 	<p>Formative</p> <ul style="list-style-type: none"> • Oral and written exercises • Group work • Problem solving 	<ul style="list-style-type: none"> • Having awareness on the application of the concept of integers in real life • Being accurate 	<p>number lines drawn on pieces of cartolina</p>

CURRICULUM MAP

Real-Life Mathematics 6 (Second Edition)

		<p>Collaboration Working harmoniously in activities</p>	<p>can add in the same way they learned previously</p> <ul style="list-style-type: none"> • Discussing other examples • Showing how to add integers with like signs using directed segments on a number line 			
<p>LESSON 7 Addition of Integers with Unlike Signs</p>	<p>M6NS-III-156 MELC Perform the basic operations on integers</p> <p><i>Add integers with unlike signs</i></p>	<p>Literacy and Numeracy Adding integers with unlike signs</p> <p>Collaboration Working in pairs in activities</p>	<p>Drill and Practice Adding integers with like signs</p> <p>Demonstration</p> <ul style="list-style-type: none"> • Informing students that adding integers with like signs is different from adding integers with unlike signs • Showing how to add integers with unlike signs using directed segments on a number line • Providing several examples 	<p>Formative</p> <ul style="list-style-type: none"> • Oral and written exercises • Think-Pair-Share • Problem solving 	<ul style="list-style-type: none"> • Having precision • Being cooperative • Being diligent 	<ul style="list-style-type: none"> • number lines drawn on pieces of cartolina • addition cards involving integers with unlike signs
<p>LESSON 8 Subtraction of Integers</p>	<p>M6NS-III-156 MELC Perform the basic operations on integers</p> <p><i>Subtract integers</i></p>	<p>Literacy and Numeracy Subtracting integers</p> <p>Collaboration Working in pairs in activities</p>	<p>Drill and Practice Adding integers with like and unlike signs</p> <p>Explicit Instruction</p> <ul style="list-style-type: none"> • Showing how to subtract a negative from a positive integer using a number line • Explaining the step- 	<p>Formative</p> <ul style="list-style-type: none"> • Oral and written exercises • Think-Pair-Share • Problem solving 	<ul style="list-style-type: none"> • Being accurate • Having perseverance 	<ul style="list-style-type: none"> • number lines drawn on pieces of cartolina • subtraction cards involving integers

CURRICULUM MAP

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			by-step process <ul style="list-style-type: none"> • Discussing another way of finding the difference of other pairs of integers • Giving more examples for students to work on 			
LESSON 9 Multiplication of Integers	M6NS-III-156 MELC Perform the basic operations on integers <i>Multiply integers</i>	Literacy and Numeracy Multiplying integers with like and unlike signs Collaboration Sharing one's knowledge and skills with others	Oral Drill Practicing basic multiplication facts using flash cards Review Adding and subtracting integers Cooperative Learning <ul style="list-style-type: none"> • Dividing the class into small groups and having each group discuss how to solve word problems • Having some groups show their solution on the board Inductive Method <ul style="list-style-type: none"> • Recalling the idea of multiplication as repeated addition • Letting the students study multiplication sentences • Leading them to generalize the rules in multiplying integers 	Formative <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share • Problem solving 	<ul style="list-style-type: none"> • Participating in activities and discussions actively • Valuing the importance of teamwork • Being accurate 	flash cards

CURRICULUM MAP

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			<ul style="list-style-type: none"> Giving examples to test the students' understanding of the rules 			
LESSON 10 Division of Integers	M6NS-III-156 MELC Perform the basic operations on integers <i>Divide integers</i> <i>State the rules for division of integers</i>	Literacy and Numeracy Dividing integers with like and unlike signs Collaboration Working in pairs in activities	Oral Drill Practicing basic division facts using flash cards Review Multiplying integers with like and unlike signs Cooperative Learning <ul style="list-style-type: none"> Having the students pair up to find the answer to a given word problem Asking volunteer students to show their solution on the board Discussion <ul style="list-style-type: none"> Explaining the rules for dividing integers Having the students relate such rules to the ones for multiplying integers Providing students with several examples 	Formative <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Valuing one another in pair work Being accurate Being patient 	flash cards
LESSON 11 Describing and Interpreting Basic Operations on Integers	M6NS-IIIh-155 MELC Describe and interpret the basic operations on integers using materials such as algebra tiles,	Communication Representing basic operations on integers using models or manipulatives	Review <ul style="list-style-type: none"> Recalling what integers are Comparing integers 	Formative <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Being actively involved Being creative Having precision 	<ul style="list-style-type: none"> Algebra tiles (2 colors) chips (2 colors)

CURRICULUM MAP

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	counters, chips, and cards	<p>Literacy and Numeracy Performing operations on integers</p> <p>Collaboration Working in pairs in activities</p>	<p>Use of Manipulatives</p> <ul style="list-style-type: none"> Pointing out to the students that using concrete and pictorial models helps to better understand the operations on integers Leading the students to interpret each operation using algebra tiles Allowing students to use other objects such as counters and chips Reminding the students to use two different colors 			
<p>LESSON 12 Comparing Integers with Whole Numbers, Fractions, and Decimals</p>	<p>M6NS-IIg-152 MELC Compare integers with other numbers such as whole numbers, fractions, and decimals</p>	<p>Literacy and Numeracy Comparing integers with other numbers</p> <p>Collaboration Working in pairs in activities</p>	<p>Review</p> <ul style="list-style-type: none"> Describing and naming integers Asking students to share experiences on situations related to integers <p>Demonstration</p> <ul style="list-style-type: none"> Leading the students to compare integers with whole numbers, fractions, and decimals using an enlarged number line Providing students with several examples 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share 	<ul style="list-style-type: none"> Having respect for other's identity Being accurate Being cooperative 	enlarged number line with integers

CURRICULUM MAP

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<p>LESSON 13 Word Problems on Integers</p>	<p>M6NS-IIj-157 MELC Solve routine and nonroutine problems involving basic operations of integers using appropriate strategies and tools</p> <p><i>Create problems involving integers, with reasonable answers</i></p>	<p>Problem Solving Applying appropriate strategies in solving word problems</p> <p>Critical Thinking Applying previous experiences in formulating own word problems</p> <p>Collaboration Working harmoniously in activities</p>	<p>Oral Drill Performing basic operations on integers</p> <p>Review Recalling the four steps in problem solving</p> <p>Cooperative Learning</p> <ul style="list-style-type: none"> • Dividing the students into groups of two or three to answer a word problem • Calling on representatives of some groups to present their solution in class • Having the students study other examples <p>Discussion Having the students recall and follow the pointers in creating word problems</p>	<p>Formative</p> <ul style="list-style-type: none"> • Problem solving • Think-Pair-Share <p>Summative</p> <ul style="list-style-type: none"> • Written exercise • Problem solving • Performance task 	<ul style="list-style-type: none"> • Being cooperative • Participating in activities and discussions actively • Being creative 	<p>number cards on basic operations on integers</p>
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*Boldfaced text in some competencies mean that only those parts are developed in that particular lesson. The rest are developed in the next or other lessons in the chapter/book. Italicized text under *K to 12 Learning Competencies* are add-on competencies.

3rd Quarter

Chapter 5: Geometry		Time Frame: 2 days	
Content Standard	The learner demonstrates understanding of solid figures.	Performance Standard	The learner is able to construct and describe the different solid figures: cube, prism, pyramid, cylinder, cone, and sphere.

Content	K to 12 Learning Competencies* (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Solid Figures	M6GE-IIIa-27/ M6GE-IIIc-31 Visualize and describe the different solid figures: cube, prism, pyramid, cylinder, cone, and sphere <div style="border: 1px solid black; padding: 2px; width: fit-content;">MELC</div> Visualize and describe the different solid figures: cube, prism, pyramid, cylinder, cone, and sphere using various concrete and pictorial models M6GE-IIIa-28 <div style="border: 1px solid black; padding: 2px; width: fit-content;">MELC</div> Differentiate solid figures from plane figures M6GE-IIIb-29 Illustrate the different	Communication Giving descriptive information using models Literacy and Numeracy Visualizing and describing solid figures Critical Thinking Identifying real-life representations of solid figures Collaboration Working in pairs in activities	Review Recalling different plane figures Discussion <ul style="list-style-type: none"> Showing models of solid figures and asking students to observe and describe each model Emphasizing the faces, bases, edges, and vertices of each solid figure Displaying drawings or representations of plane figures Guiding the students to differentiate solid from plane figures Having the students illustrate each solid figure in their notebooks 	Formative <ul style="list-style-type: none"> Written exercise Think-Pair-Share 	<ul style="list-style-type: none"> Having awareness on the usefulness of solid figures in real-life situations Being creative 	models of solid figures

	<p>solid figures using various concrete and pictorial models</p> <p>M6GE-IIIb-30 MELC Identify the faces of a solid figure</p>					
<p>LESSON 2 Nets of Solid Figures</p>	<p>M6GE-IIIc-32 Identify the nets of the following space figures: cube, prism, pyramid, cylinder, cone, and sphere using plane figures</p> <p><i>Create problems involving solid figures, with reasonable answers</i></p>	<p>Communication Giving descriptive information using models</p> <p>Critical Thinking Identifying real-life representations of solid figures</p> <p>Creativity Illustrating nets of solid figures</p> <p>Collaboration Working harmoniously in activities</p>	<p>Review Recalling the different plane figures and their characteristics</p> <p>Discussion</p> <ul style="list-style-type: none"> • Introducing the term <i>spatial figures</i> and showing real objects that represent them • Having the students describe each spatial figure based on the number of corners and faces • Letting the students study the net of each spatial figure and use pieces of paper to create nets and form the figures • Guiding the students to follow the steps in creating word problems about solid figures 	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share • Hands-on activity <p>Summative</p> <ul style="list-style-type: none"> • Written exercise • Hands-on activity • Group performance task 	<ul style="list-style-type: none"> • Appreciating architectural designs as representations of solid figures • Having precision • Being diligent • Valuing the importance of teamwork 	<p>milk can, ball, shoe box, pyramid-like tetra pack, party hat, number blocks, and pieces of papers</p>

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CURRICULUM MAP

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Chapter 6: Patterns and Algebra		Time Frame: 7 days	
Content Standard	The learner demonstrates understanding of sequence in forming rules, expressions, and equations.	Performance Standard	The learner is able to apply knowledge of sequence, expressions, and equations in mathematical problems and in real-life situations.

Content	K to 12 Learning Competencies* (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Patterns and Sequences	M6AL-IIIId-7 MELC Formulate the rule in finding the n th term using different strategies (looking for a pattern, guessing and checking, working backwards)	<p>Critical Thinking Analyzing sequences to identify pattern and formulate rule</p> <p>Communication Expressing own ideas clearly</p> <p>Collaboration Working in pairs in activities</p> <p>Communication</p> <ul style="list-style-type: none"> Giving descriptive information using models Interpreting Making connection 	<p>Review Finding multiples and skip counting</p> <p>Explicit Instruction</p> <ul style="list-style-type: none"> Letting the students study word problems Directing the students' attention to the solution for each problem to introduce the term <i>sequence</i> Explaining what <i>arithmetic</i> and <i>geometric sequences</i> are Guiding the students in identifying the next terms in and determining the rule for generating a sequence 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Being helpful Being accurate 	(none)
LESSON 2 Writing Expressions and Equations	<p>M6AL-IIIId-15 MELC Differentiate expression from equation</p> <p>M6AL-IIIE-16 MELC Give the translation of real-life verbal</p>	<p>Communication Expressing own ideas clearly</p> <p>Literacy and Numeracy</p> <ul style="list-style-type: none"> Differentiating 	<p>Review Evaluating expressions</p> <p>Guided Learning</p> <ul style="list-style-type: none"> Presenting data in a table and leading the students to 	<p>Formative</p> <ul style="list-style-type: none"> Oral and written exercises Problem solving 	<ul style="list-style-type: none"> Participating in activities and discussions actively Being creative Being diligent 	number cards containing expressions

CURRICULUM MAP

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	<p>expressions and equations into letters or symbols and vice versa</p> <p>M6AL-IIIe-17 MELC Define a variable in an algebraic expression and equation</p> <p>M6AL-IIIe-18 Represent quantities in real-life situations using algebraic expressions and equations</p>	<p>expressions and equations</p> <ul style="list-style-type: none"> Translating verbal expressions into mathematical expressions and equations 	<p>represent the data using mathematical expressions</p> <ul style="list-style-type: none"> Guiding the students in translating algebraic expressions into verbal expressions Emphasizing the difference between expressions and equations Discussing other examples of translating expressions and equations into phrases and sentences 			
<p>LESSON 3 Evaluating Expressions</p>	<p><i>Evaluate an algebraic expression given the value of the variable</i></p>	<p>Literacy and Numeracy Evaluating algebraic expressions</p> <p>Collaboration Working in pairs in activities</p>	<p>Oral Drill Practicing basic facts of the four fundamental operations</p> <p>Explicit Instruction</p> <ul style="list-style-type: none"> Letting the students recall previously learned formulas and pointing out the variables in each Explaining that variables represent any unknown quantity Introducing the process of <i>evaluating an expression</i> Showing how to 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Valuing others Being accurate Being patient 	<p>cards containing expressions</p>

CURRICULUM MAP

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			evaluate expressions for given sets of values of the variable			
LESSON 4 Word Problems on Addition and Subtraction Involving Equations	<p>M6AL-III-f-19 MELC Solve routine and nonroutine problems involving different types of numerical expressions and equations such as $7 + 9 = \underline{\quad} + 6$</p> <p>M6AL-III-f-20 Create routine and nonroutine problems involving numerical expressions and equations</p>	<p>Problem Solving Applying appropriate strategies in solving word problems</p> <p>Critical Thinking Analyzing the given facts to create own word problems</p> <p>Literacy and Numeracy Solving for the value of the variable in equations</p> <p>Collaboration Working in pairs in activities</p>	<p>Review Writing expressions and equations</p> <p>Explicit Instruction</p> <ul style="list-style-type: none"> Discussing and analyzing a word problem with the students Pointing out that any letter can be used as a variable Guiding the students in solving for the value of the variable in the problem Providing other examples and reminding students to verify if the obtained answer is correct Letting the students create word problems involving variables 	<p>Formative</p> <ul style="list-style-type: none"> Oral and written exercises Think-Pair-Share Problem solving <p>Summative</p> <ul style="list-style-type: none"> Written exercise Problem solving Performance task 	<ul style="list-style-type: none"> Participating in activities and discussions actively Being creative Being accurate Being cooperative 	cards with equations

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CURRICULUM MAP

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Chapter 7: Measurement		Time Frame: 19 days	
Content Standard	The learner demonstrates understanding of rate and speed, and of area and surface area of plane and solid/space figures.	Performance Standard	The learner is able to apply knowledge of speed, area, and surface area of plane and solid/space figures in mathematical problems and in real-life situations.

Content	K to 12 Learning Competencies* (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Speed, Time, and Distance	M6ME-IIIg-17 MELC Calculate speed, distance, and time	Literacy and Numeracy Solving for the distance, speed, and time Collaboration Working in pairs in activities	Explicit Instruction <ul style="list-style-type: none"> Introducing distance, speed, and time and establishing the relationship between the three measures Leading the students to discover the formula for each quantity Discussing with the students how to solve problems involving distance, speed, and time 	Formative <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Valuing the importance of having good health Learning how to be mindful of time Having precision 	(none)
LESSON 2 More Problems Involving Speed, Time, and Distance	M6ME-IIIg-18 MELC Solve problems involving average rate and speed	Problem Solving Applying appropriate strategies in solving word problems Literacy and Numeracy Solving for the distance, speed, and time Collaboration Working harmoniously in activities	Review <ul style="list-style-type: none"> Recalling the formulas for computing distance, speed, and time Solving for each quantity using a formula Cooperative Learning <ul style="list-style-type: none"> Dividing the class into groups and having each group 	Formative Problem solving	<ul style="list-style-type: none"> Being cooperative Valuing others 	(none)

CURRICULUM MAP

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			<p>solve word problems</p> <ul style="list-style-type: none"> • Allowing the groups to present their solution and answer in class • Pointing out the importance of applying the four-step plan and using formulas 			
<p>LESSON 3 Time Zones</p>	<p><i>Determine time in a certain place using time in another place</i></p> <p><i>Calculate time in different time zones</i></p>	<p>Literacy and Numeracy</p> <ul style="list-style-type: none"> • Finding the time difference between countries • Determining time in a certain place using a reference point 	<p>Review Converting time measures from 12-hour clock to 24-hour clock and vice versa</p> <p>Discussion</p> <ul style="list-style-type: none"> • Having the students share experiences about communicating with relatives in other countries • Leading the discussion to different time zones • Guiding the students to find the time difference between countries using a time zone table • Emphasizing the importance of a reference point in determining time in a specific place • Providing students with several examples 	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Problem solving 	<ul style="list-style-type: none"> • Valuing the hard work of loved ones • Having precision 	(none)

CURRICULUM MAP

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<p>LESSON 4 Area of Composite Figures</p>	<p>M6ME-IIIh-89 MELC Find the area of composite figures formed by any two or more of the following: triangle, square, rectangle, circle, and semicircle</p>	<p>Literacy and Numeracy Finding the area of composite figures</p> <p>Critical Thinking Analyzing a composite figure to identify the basic shapes that form such figure</p> <p>Collaboration Working in pairs in activities</p>	<p>Review Finding the area of previously learned basic figures</p> <p>Guided Learning</p> <ul style="list-style-type: none"> • Showing an example of composite figure and leading the students to observe how it is formed by two basic shapes • Having the students identify the basic shapes and guiding them to find the area of the composite figure • Providing other examples and solving for the area of each cooperatively with the students • Leading the students to note that there is more than one way of finding the area of composite figures 	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share • Problem solving 	<ul style="list-style-type: none"> • Participating in activities and discussions actively • Being determinatined in accomplishing one's task 	<p>(none)</p>
<p>LESSON 5 Word Problems on the Area of Composite Figures</p>	<p>M6ME-IIIh-90 MELC Solve routine and nonroutine problems involving area of composite figures formed by any two or more of the following: triangle, square,</p>	<p>Problem Solving Applying appropriate strategies in solving word problems</p> <p>Critical Thinking Analyzing a composite figure to identify the</p>	<p>Review Finding the area of composite figures</p> <p>Discussion</p> <ul style="list-style-type: none"> • Letting the students study a problem involving composite 	<p>Formative</p> <ul style="list-style-type: none"> • Problem solving • Think-Pair-Share 	<ul style="list-style-type: none"> • Having perseverance • Being accurate • Being creative 	<p>(none)</p>

CURRICULUM MAP

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	rectangle, circle, and semicircle	basic shapes that form such figure Collaboration Working in pairs in activities	figure <ul style="list-style-type: none"> Guiding the students to identify the shapes in the figure Having the students apply the four-step plan in solving the problem Providing other problems for students to answer 			
LESSON 6 Surface Area of Rectangular Prisms and Cubes	<p>M6ME-IIIi-91 MELC Visualize and describe surface area and name the unit of measure used for measuring the surface area of solid/space figures</p> <p>M6ME-IIIi-92** Derive a formula for finding the surface area of cubes, prisms, pyramids, cylinders, cones, and spheres</p> <p>M6ME-IIIi-93 MELC Find the surface area of cubes, prisms, pyramids, cylinders, cones, and spheres</p>	<p>Literacy and Numeracy Finding the surface area of cubes and rectangular prisms</p> <p>Critical Thinking Analyzing the nets of cubes and rectangular prisms to derive the formula for their surface area</p> <p>Collaboration Working in pairs in activities</p>	<p>Review</p> <ul style="list-style-type: none"> Recalling the attributes of a square and a rectangle Finding the area of squares and rectangles <p>Guided Discovery</p> <ul style="list-style-type: none"> Discussing with the students the attributes of a cube and a rectangular prism Showing a covered shoe box and an alphabet block to introduce <i>surface area</i> Asking students to cite situations where getting the surface area is needed Leading the students to derive the formula for the surface area of a 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Having precision Being creative Being cooperative 	<ul style="list-style-type: none"> alphabet blocks, shoe boxes nets of cubes and rectangular prisms

CURRICULUM MAP

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			cube and a rectangular prism using their nets			
LESSON 7 Surface Area of Pyramid	M6ME-IIIi-92 Derive a formula for finding the surface area of cubes, prisms, pyramids , cylinders, cones, and spheres M6ME-IIIi-93 MELC Find the surface area of cubes, prisms, pyramids , cylinders, cones, and spheres	Literacy and Numeracy Finding the surface area of pyramids Critical Thinking Analyzing the nets of pyramids to derive the formula for the surface area Collaboration Working in pairs in activities	Review <ul style="list-style-type: none"> Showing a model of a pyramid and discussing its attributes Finding the area of a square, a rectangle, and a triangle Guided Discovery <ul style="list-style-type: none"> Posting a drawing of a pyramid and leading the students to identify its base and faces Guiding the students in doing the step-by-step procedure on finding the surface area using its net Providing more examples for students to practice on 	Formative <ul style="list-style-type: none"> Oral and written exercises Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Appreciating pyramids which are found in Egypt Being accurate Valuing the importance of teamwork 	<ul style="list-style-type: none"> models of pyramids nets of pyramids
LESSON 8 Surface Area of a Cylinder	M6ME-IIIi-92 Derive a formula for finding the surface area of cubes, prisms, pyramids, cylinders , cones, and spheres M6ME-IIIi-93 MELC Find the surface area of cubes, prisms, pyramids, cylinders , cones, and spheres	Literacy and Numeracy Finding the surface area of cylinders Critical Thinking Analyzing the net of a cylinder to derive the formula for its surface area	Drill and Practice Finding the circumference of a circle, and area of a circle and a rectangle Review Solving for the surface area of a cube, rectangular prism, and pyramid	Formative <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Being cooperative Participating in activities and discussions actively Being accurate 	<ul style="list-style-type: none"> models of cylinders net of cylinders

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		<p>Collaboration Working in pairs in activities</p>	<p>Guided Discovery</p> <ul style="list-style-type: none"> • Discussing with the students the attributes of a cylinder using a can of juice • Removing the label of the can of juice to introduce the <i>lateral surface</i> • Having the students identify the bases using the net of a cylinder then guiding them to derive the formula for the surface area • Providing examples for students to apply the derived formula 			
<p>LESSON 9 Surface Area of a Cone</p>	<p>M6ME-IIIi-92 Derive a formula for finding the surface area of cubes, prisms, pyramids, cylinders, cones, and spheres</p> <p>M6ME-IIIi-93 MELC Find the surface area of cubes, prisms, pyramids, cylinders, cones, and spheres</p>	<p>Literacy and Numeracy Finding the surface area of cones</p> <p>Critical Thinking Analyzing the net of a cone to derive the formula for its surface area</p> <p>Collaboration Working in pairs in activities</p>	<p>Review</p> <ul style="list-style-type: none"> • Showing a model of a cone and discussing its attributes • Finding the circumference and area of a circle <p>Guided Discovery</p> <ul style="list-style-type: none"> • Posting a drawing of a cone and its net and guiding the students to identify its circular base and a sector of a larger circle • Leading the students to the step- 	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share • Problem solving 	<ul style="list-style-type: none"> • Having perseverance in doing school projects • Participating in activities and discussions actively 	<ul style="list-style-type: none"> • models of cones • net of a cone

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			by-step procedure of finding the surface area <ul style="list-style-type: none"> • Providing several examples and solving for the surface area cooperatively with the students 			
LESSON 10 Surface Area of a Sphere	M6ME-IIIi-92 Derive a formula for finding the surface area of cubes, prisms, pyramids, cylinders, cones, and spheres M6ME-IIIi-93 MELC Find the surface area of cubes, prisms, pyramids, cylinders, cones, and spheres	Literacy and Numeracy Finding the surface area of spheres Critical Thinking Analyzing the attributes of a sphere to derive the formula for its surface area Collaboration Working in pairs in activities	Review <ul style="list-style-type: none"> • Showing a model of a sphere and discussing its attributes • Finding the area of a circle Guided Discovery <ul style="list-style-type: none"> • Leading the students in coming up with a formula for finding the surface area of a sphere using a piece of paper and a spherical object • Providing several examples for students to apply the derived formula 	Formative <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share • Problem solving 	<ul style="list-style-type: none"> • Following instructions correctly • Being accurate 	models of sphere
LESSON 11 Word Problems on Surface Area	M6ME-IIIj-94 MELC Solve word problems involving measurement of surface area	Problem Solving Applying appropriate strategies in solving word problems Literacy and Numeracy Finding the surface area of solid figures	Drill and Practice Finding the surface area of solid figures Cooperative Learning <ul style="list-style-type: none"> • Letting the students recall the four steps in problem solving • Allowing the 	Formative <ul style="list-style-type: none"> • Problem solving • Think-Pair-Share 	<ul style="list-style-type: none"> • Valuing each other in pair work • Having precision • Being diligent 	(none)

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		Collaboration Working in pairs in activities	students to work in pairs in solving word problems <ul style="list-style-type: none"> Calling on volunteer pairs to present their solution in class 		
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*Boldfaced text in some competencies mean that only those parts are developed in that particular lesson. The rest are developed in the next or other lessons in the chapter/book. Italicized text under *K to 12 Learning Competencies* are add-on competencies.

4th Quarter

Chapter 7: Measurement (continuation)		Time Frame: 12 days	
Content Standard	The learner demonstrates understanding of volume of solid figures and meter reading.	Performance Standard	The learner is able to apply knowledge of volume of solid figures and meter reading in mathematical problems and in real-life situations.

Content	K to 12 Learning Competencies* (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 12 Volume of Pyramid	M6ME-IVa-95 MELC Determine the relationship of the volume between a rectangular prism and a pyramid , a cylinder and a cone, and a cylinder and a sphere M6ME-IVa-96 Derive the formula for finding the volume of cylinders, pyramids ,	Literacy and Numeracy Finding the volume of pyramids Critical Thinking <ul style="list-style-type: none"> Analyzing the attributes of a pyramid to derive the formula for its volume Relating the volume of a rectangular 	Drill and Practice Finding the volume of rectangular prism and cube Review Recalling what a pyramid is and its attributes Guided Discovery <ul style="list-style-type: none"> Introducing <i>volume</i> as the amount of 	Formative <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Appreciating pyramids which are found in Egypt Being accurate Being creative 	<ul style="list-style-type: none"> models of a pyramid monggo seeds transparent rectangular prism with the same base area and height as the pyramid

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	<p>cones, and spheres</p> <p>M6ME-IVb-97 MELC Find the volume of cylinders, pyramids, cones, and spheres</p>	<p>prism and a pyramid</p> <p>Collaboration Working in pairs in activities</p>	<p>substance a container can hold</p> <ul style="list-style-type: none"> Leading the students to observe the relationship between the volume of a rectangular prism and a pyramid using their models and mongo seeds Writing the formula for finding the volume of pyramid Providing examples for students to answer 			
<p>LESSON 13 Volume of a Cylinder</p>	<p>M6ME-IVa-96 Derive the formula for finding the volume of cylinders, pyramids, cones, and spheres</p> <p>M6ME-IVb-97 MELC Find the volume of cylinders, pyramids, cones, and spheres</p> <p><i>Visualize the volume of a cylinder</i></p>	<p>Literacy and Numeracy Finding the volume of cylinders</p> <p>Critical Thinking</p> <ul style="list-style-type: none"> Analyzing the attributes of a cylinder to derive the formula for its volume Relating the volume of a rectangular prism and a cylinder <p>Collaboration Working in pairs in activities</p>	<p>Drill and Practice Finding the area of a circle</p> <p>Review Finding the volume of rectangular prisms</p> <p>Guided Discovery</p> <ul style="list-style-type: none"> Showing an illustration of a rectangular prism superimposed on a cylinder Leading the students to observe how the volume of the two solid figures can be computed in a similar manner Guiding the students to derive the formula for the volume of a 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Participating in activities and discussions actively Having precision Being creative 	(none)

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			<p>cylinder</p> <ul style="list-style-type: none"> • Providing several examples and reminding students to express the answer in cubic units 			
<p>LESSON 14 Volume of a Cone</p>	<p>M6ME-IVa-95 MELC Determine the relationship of the volume between a rectangular prism and a pyramid, a cylinder and a cone, and a cylinder and a sphere</p> <p>M6ME-IVa-96 Derive the formula for finding the volume of cylinders, pyramids, cones, and spheres</p> <p>M6ME-IVb-97 MELC Find the volume of cylinders, pyramids, cones, and spheres</p>	<p>Literacy and Numeracy Finding the volume of cones</p> <p>Critical Thinking</p> <ul style="list-style-type: none"> • Analyzing the attributes of a cone to derive the formula for its volume • Relating the volume of a cylinder and a cone <p>Collaboration Working in pairs in activities</p>	<p>Review Recalling the concept of a circle and the terms related to it</p> <p>Drill and Practice Finding the area of a circle and volume of a cylinder</p> <p>Guided Discovery</p> <ul style="list-style-type: none"> • Asking the students to describe a cone using a model • Guiding the students to note how much of a cylinder can be filled with a cone using models and mongo seeds • Having the students derive the formula for the volume of cone from that of a cylinder • Providing examples and allowing the students to solve cooperatively 	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share • Problem solving 	<ul style="list-style-type: none"> • Participating in activities and discussions actively • Following instructions properly • Being diligent 	<ul style="list-style-type: none"> • cone container • a transparent cylinder container with the same base area and height as the cone • monggo seeds

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<p>LESSON 15 Volume of a Sphere</p>	<p>M6ME-IVa-95 MELC Determine the relationship of the volume between a rectangular prism and a pyramid, a cylinder and a cone, and a cylinder and sphere</p> <p>M6ME-IVa-96 Derive the formula for finding the volume of cylinders, pyramids, cones, and spheres</p> <p>M6ME-IVb-97 MELC Find the volume of cylinders, pyramids, cones, and spheres</p>	<p>Literacy and Numeracy Finding the volume of spheres</p> <p>Critical Thinking</p> <ul style="list-style-type: none"> • Analyzing the attributes of a sphere to derive the formula for its volume • Relating the volume of a cylinder and a sphere <p>Collaboration Working in pairs in activities</p>	<p>Review</p> <ul style="list-style-type: none"> • Recalling the attributes of a sphere using a model • Finding the area of a circle <p>Guided Discovery</p> <ul style="list-style-type: none"> • Leading a discussion on the relationship of the volume of a cylinder and a sphere using illustration • Guiding the students to come up with the formula for finding the volume of a sphere • Providing several examples for students to practice on 	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share • Problem solving 	<ul style="list-style-type: none"> • Being cooperative • Having perseverance • Being accurate 	<ul style="list-style-type: none"> • models of sphere • drawing of a sphere inside a cylinder with the same radius and height
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<p>LESSON 16 Word Problems on Volume</p>	<p>M6ME-IVc-98 MELC Solve routine and nonroutine problems involving volumes of solids</p> <p>M6ME-IVc-99 Create problems involving surface area and volume of solid/space figures, with reasonable answers</p>	<p>Problem Solving Applying appropriate strategies in solving word problems</p> <p>Critical Thinking Analyzing the given facts to create own word problems</p> <p>Literacy and Numeracy Finding the volume of solid figures</p> <p>Collaboration Working in pairs in activities</p>	<p>Review Finding the volume of solid figures</p> <p>Explicit Instruction</p> <ul style="list-style-type: none"> • Letting the students study a word problem • Guiding the students in applying the four-step plan to solve the problem • Encouraging students to draw figures in finding the solution to other given problems • Allowing the students to create own word problems using the previously learned steps 	<p>Formative</p> <ul style="list-style-type: none"> • Problem solving • Think-Pair-Share 	<ul style="list-style-type: none"> • Being creative • Being determined in accomplishing one's task 	<p>word problem written on a piece of cartolina</p>
<p>LESSON 17 The Electric Meter</p>	<p>M6ME-IVd-100 MELC Read and interpret electric and water meter readings</p> <p>M6ME-IVd-101 MELC Solve routine and nonroutine problems involving electric and water consumption</p> <p>M6ME-IVd-102 Create problems involving electric and water consumption,</p>	<p>Literacy and Numeracy Interpreting electric meter readings</p> <p>Problem Solving Applying appropriate strategies in solving word problems</p> <p>Critical Thinking Analyzing the given facts to create own word problems</p> <p>Collaboration Working in pairs in activities</p>	<p>Motivation</p> <ul style="list-style-type: none"> • Discussing with the students what an electric meter is • Introducing the unit <i>kilowatt-hour</i> <p>Explicit Instruction</p> <ul style="list-style-type: none"> • Explaining the function of the parts of an electric meter using a picture • Guiding the students in reading and interpreting electric meter readings • Showing how to 	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share • Problem solving 	<ul style="list-style-type: none"> • Valuing the importance of saving energy • Being responsible • Being accurate 	<p>picture of an electric meter</p>

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	with reasonable answers		compute for the monthly electric consumption <ul style="list-style-type: none"> Letting the students study examples on solving and creating word problems 			
LESSON 18 The Water Meter	<p>M6ME-IVd-100 MELC Read and interpret electric and water meter readings</p> <p>M6ME-IVd-101 MELC Solve routine and nonroutine problems involving electric and water consumption</p> <p>M6ME-IVd-102 Create problems involving electric and water consumption, with reasonable answers</p>	<p>Literacy and Numeracy Interpreting water meter readings</p> <p>Problem Solving Applying appropriate strategies in solving word problems</p> <p>Critical Thinking Applying previous experiences in formulating own word problems</p> <p>Collaboration Working in pairs in activities</p>	<p>Review Interpreting electric meter reading and computing for monthly electric consumption</p> <p>Explicit Instruction</p> <ul style="list-style-type: none"> Discussing with the students how the water consumption is determined by a company provider using an example of a monthly bill Explaining the difference between reading a water meter and an electric meter Showing how to read a water meter and find the monthly water consumption Providing several examples Having the students create word problems using their own experiences as reference 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving <p>Summative</p> <ul style="list-style-type: none"> Written exercise Problem solving Performance task 	<ul style="list-style-type: none"> Valuing the importance of saving water Being creative Being diligent Being accurate 	<ul style="list-style-type: none"> picture of a water meter monthly bill for water consumption

*Boldfaced text in some competencies mean that only those parts are developed in that particular lesson. The rest are developed in the next or other lessons in the chapter/book. Italicized text under *K to 12 Learning Competencies* are add-on competencies.

Chapter 8: Statistics and Probability		Time Frame: 11 days	
Content Standard	The learner demonstrates understanding of pie graphs and experimental probability.	Performance Standard	The learner is able to create and interpret representations of data (tables and pie graphs) and apply experimental probability in mathematical problems and in real-life situations.

Content	K to 12 Learning Competencies* (MELCs included)	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 Circle Graphs	M6SP-IVe-1.6 Collect data on one or two variables using any source M6SP-IVf-3.6 Interpret data presented in a pie graph	Critical Thinking Analyzing and interpreting data presented in circle graphs Creativity Presenting gathered data effectively Communication Expressing own ideas clearly Collaboration Sharing one's knowledge and skills with others	Drill and Practice Multiplying fractions and whole numbers Review Solving for the percentage, given the rate and base Discussion <ul style="list-style-type: none"> • Defining a <i>circle graph</i> and explaining what it shows • Letting the students study a circle graph and guiding them to calculate the percentage of each category in the graph • Asking appropriate questions to have the students interpret data from the graph • Providing other examples 	Formative <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share • Hands-on activity 	<ul style="list-style-type: none"> • Being resourceful • Displaying courtesy • Being accurate 	<ul style="list-style-type: none"> • models of circle • graph or pie chart

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<p>LESSON 2 Constructing Circle Graphs</p>	<p>M6SP-IVe-2.6 Construct a pie graph based on a given set of data</p> <p>M6SP-IVf-3.6 Interpret data presented in a pie graph</p> <p>MELC <i>Construct a pie graph based on a given set of data and interpret it</i></p> <p>M6SP-IVg-6 Create problems that can be answered using information presented in a pie graph</p>	<p>Creativity Presenting gathered data effectively</p> <p>Communication Expressing own ideas clearly</p> <p>Critical Thinking Analyzing and interpreting data presented in circle graphs</p> <p>Collaboration Working in pairs in activities</p>	<p>Review</p> <ul style="list-style-type: none"> • Measuring and constructing angles using a protractor • Recalling the concepts related to circle graphs <p>Demonstration</p> <ul style="list-style-type: none"> • Letting the students study and interpret data presented in a table • Leading the students to conclude another way of presenting such data • Showing the step-by-step procedure on constructing a circle graph • Pointing out the need to label each category and give an appropriate title for the graph • Giving examples for students to practice on <p>Explicit Instruction Having the students recall and follow the steps in creating word problems using data on circle graphs</p>	<p>Formative</p> <ul style="list-style-type: none"> • Hands-on activity • Think-Pair-Share 	<ul style="list-style-type: none"> • Valuing quality of work • Being accurate • Having precision 	<ul style="list-style-type: none"> • protractor • compass • circular models for tracing
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<p>LESSON 3 Solving Problems Using a Circle Graph</p>	<p>M6SP-IVf-4.6 MELC Solve routine and nonroutine problems using data presented in a pie graph</p>	<p>Problem Solving Applying appropriate strategies in solving word problems</p> <p>Critical Thinking Analyzing and interpreting data presented in circle graphs</p> <p>Collaboration Working in pairs in activities</p>	<p>Review Reading and interpreting data presented in a circle graph</p> <p>Discussion</p> <ul style="list-style-type: none"> • Having the students talk about situations that involve pie graphs • Presenting a word problem and letting students follow the four-step plan in finding its solution 	<p>Formative</p> <ul style="list-style-type: none"> • Problem solving • Think-Pair-Share 	<ul style="list-style-type: none"> • Showing love and care for pets • Being accurate • Being cooperative 	<p>enlarged circle graph about the favorite pets of students</p>
<p>LESSON 4 Making Simple Predictions</p>	<p>M6SP-IVg-19 MELC Describe the meaning of probability such as 50% chance of rain and one in a million chance of winning</p> <p>M6SP-IVh-20 Quantify the phrases “most likely to happen” and “unlikely to happen”</p>	<p>Critical Thinking Analyzing events to make predictions</p> <p>Communication Expressing own ideas clearly</p> <p>Collaboration Working in pairs in activities</p>	<p>Motivation Letting the students share experiences about getting forecasts from a weather bureau</p> <p>Discussion</p> <ul style="list-style-type: none"> • Guiding the students in making predictions using five categories • Explaining when each phrase is used when describing an event • Emphasizing the need to know the basis for making predictions 	<p>Formative</p> <ul style="list-style-type: none"> • Written exercise • Think-Pair-Share • Hands-on activity • Problem solving 	<ul style="list-style-type: none"> • Having the willingness to share with others • Being diligent 	<p>(none)</p>

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<p>LESSON 5 Probability</p>	<p>M6SP-IVh-21 MELC Perform experiments and record outcomes</p> <p>M6SP-IVi-22 MELC Make listings and diagrams of outcomes and tell the number of favorable outcomes and chances using these listings and diagrams</p> <p>M6SP-IVi-23 MELC Make simple predictions of events based on the results of experiments</p>	<p>Critical Thinking Analyzing and interpreting data from experiments to make predictions</p> <p>Communication Expressing own ideas clearly</p> <p>Collaboration Working in pairs in activities</p>	<p>Review Making simple predictions</p> <p>Cooperative Learning</p> <ul style="list-style-type: none"> Dividing the class into groups of five Having each group perform experiments and record the result Asking some groups to present their output in class <p>Discussion</p> <ul style="list-style-type: none"> Guiding the students to determine the theoretical probability of an outcome Letting the students find the probability of an outcome for each experiment they performed 	<p>Formative</p> <ul style="list-style-type: none"> Written exercise Think-Pair-Share Problem solving 	<ul style="list-style-type: none"> Being cooperative Appreciating the efforts of everyone in a group task 	<ul style="list-style-type: none"> coins dice alphabet blocks with the letters A to F spinner with three colors
<p>LESSON 6 Solving Word Problems Involving Probability</p>	<p>M6SP-IVj-24 MELC Solve routine and nonroutine problems involving experimental and theoretical probability</p> <p>M6SP-IVj-25 Create problems involving experimental and theoretical probability</p>	<p>Problem Solving Applying appropriate strategies in solving word problems</p> <p>Critical Thinking Analyzing the given facts to create own word problems</p> <p>Creativity Presenting gathered data effectively</p>	<p>Review Making simple predictions based on results of experiments</p> <p>Guided Learning</p> <ul style="list-style-type: none"> Working out the solution to word problems cooperatively with the students Asking comprehension questions to help the 	<p>Formative</p> <ul style="list-style-type: none"> Problem solving Think-Pair-Share <p>Summative</p> <ul style="list-style-type: none"> Written exercise Hands-on activity Problem solving Group performance task 	<ul style="list-style-type: none"> Being creative Being resourceful Valuing the importance of teamwork 	<p>(none)</p>



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		Collaboration Working harmoniously in activities	students understand each problem better • Emphasizing the difference between experimental and theoretical probabilities			
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