**Semi Detailed Lesson Plan in Mathematics for Grade 6**

**Prepared by:** Hannibal M. Flores Jr.

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## I. Learning Objectives:

Given several examples, the grade 6 pupils will be able to do the following with at least 80% proficiency:

a. Compare Fractions using an illustration;
b. Compare Fractions with the same denominator and;
c. Apply the concept of comparing fractions in solving word problems.

## II. Content and Materials:

a. Comparing Fractions
b. Materials:
c. Values Integration: Patience

## III. Procedure

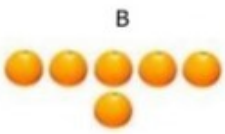
### A. Preparation

1. Review

Good morning class!
How are you today?
That's good to hear!
Do you still remember this symbols, < , > and = ?
What do we call this symbol, < ?
How about this, >?
How about this symbol = ?
If I will compare 6 to 12, what symbol will I use?
If I will compare 9 to 7, what symbol will I use?
How about If I compare 50 to 50, what symbol will I use?

### B. Motivation

Now I have here set of 16 pictures and I want you to examine them carefully. If you think that the first picture is greater or bigger than the second picture, you will clap your hands. On the other hand, if you think that the second picture is bigger or greater than the first picture, you will shake your hands. Are you ready? Let's start.











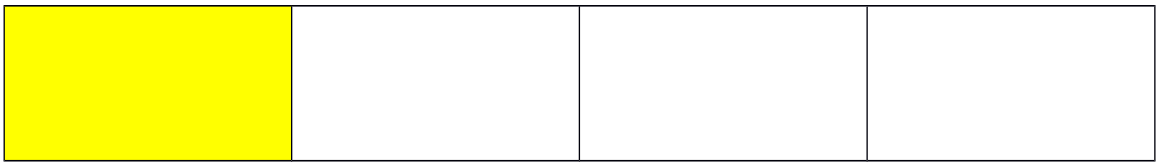




## C. Lesson Proper

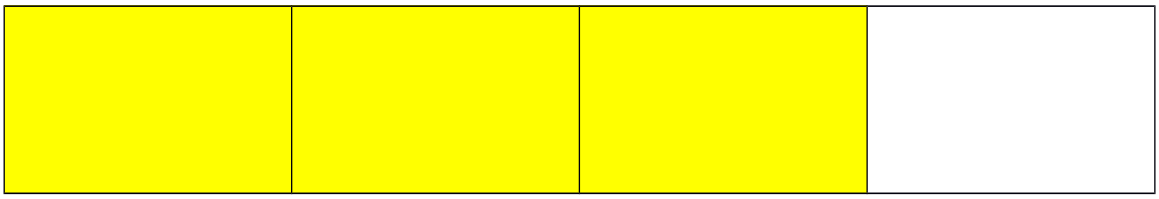
Today, we are going to use our comparing skills in comparing fractions. But remember, we can only compare fractions if we are referring if we are to the same thing. Say for example, $\frac{1}{2}$ of the chalkboard the same with $\frac{1}{2}$ of this book? Why?

Now, in your notebooks, I want you to draw a rectangle, then, show $\frac{1}{4}$ using that rectangle.
Done? It should look like this.



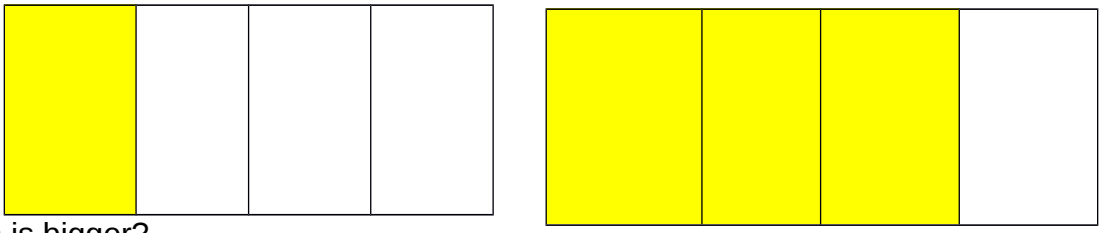
Then draw another rectangle which has the same size with your first rectangle,

Show $\frac{3}{4}$ using that rectangle.



Now, let us compare these two fractions.

$\frac{1}{4}$ $\frac{3}{4}$



Which is bigger?

Now, using the same rectangles, illustrate $\frac{2}{5}$ and $\frac{1}{5}$

Who would like to show their illustration on the board?
Which is bigger?

Let us illustrate $\frac{3}{8}$ and $\frac{5}{8}$ .

Who would like to volunteer?

Let us have another, illustrate $\frac{2}{3}$ and $\frac{2}{3}$ .

Who would like to illustrate this on the board?
Now which is bigger?

Let us have the summary of the fractions that we had illustrate.

- $\frac{1}{4} < \frac{3}{4}$
- $\frac{2}{5} > \frac{1}{5}$
- $\frac{3}{8} < \frac{5}{8}$
- $\frac{2}{3} = \frac{2}{3}$

**D. Comparison and Abstraction**

Now, what can you observe on the fractions that we have compared?

What can you say about their denominators?

What does the numerator tell us in comparing fractions with the same denominator?

**E. Generalization**

How are we going to compare fractions with the same denominator?

**F. Application**

Let us answer the following questions.

1. Which is longer, a stick that is $\frac{3}{4}$ m long or a stick that is $\frac{2}{4}$ m long?
2. Joanna ate $\frac{3}{8}$ of the pizza, while James ate $\frac{5}{8}$ of the pizza. Who ate less?

## IV. Evaluation.

A. Compare the following fractions using an illustration.

1. $\square$ $\frac{2}{3}$
2. $\square$ $\frac{1}{6}$
3. $\frac{7}{10}$ $\frac{8}{10}$

B. Compare the given fractions. Use <, >, or =.

1. $\square$ $\frac{5}{20}$
2. $\square$ $\frac{3}{10}$
3. $\square$ $\frac{7}{35}$
4. $\square$ $\frac{10}{39}$
5. $\frac{21}{28}$ $\frac{27}{28}$

C. Answer the following word problem.

1. Samantha needs the longest lace for her project. She has red, pink and blue laces. The lace is $\frac{7}{12}$ m long. The pink lace is $\frac{11}{12}$ m long and the blue lace is $\frac{12}{12}$ m long. Which lace should she use? Why?